

# Practical English



COVER STORY, p. 3



LISTEN!

• The taut, high pitch of VICTOR Strings that Win foretells winning speed on every stroke.



PRE-TESTED AND PROVED

*Armour Tennis Strings*

ArmourString Quality is guarded and protected throughout every step of the processing that turns finest gut into perfected Armour Strings. Armour provides a pre-tested racket gut at the price you want to pay.

Quality-Controlled by **ARMOUR**

# Say What! ? You Please!

... and that's what we mean! This letters column, a regular feature in all editions of *Scholastic Magazines*, is open to opinion on any subject and criticism of any kind, brickbats or orchids. We want to know *what's on your mind*. Other readers do, too. Address Letters Editor, *Scholastic Magazines*, 220 East 42nd St., New York 17, N. Y. — *The Editors*.

Dear Editors:

I enjoyed your "Sports" column on Beverly Baker, the tennis star (Mar. 22). Let's have more on girls' sports!

Sylvia Smith  
Plains (Ca.) H. S.

Dear Editor:

Since I am a recent subscriber to your magazine, I have just read all previous editions for this semester. In your Feb. 9 issue, there was a letter from Bobbie Lee Thompson, offering suggestions for sending food to the Navajos.

I feel Bobbie and other readers should know that charity will not solve the Navajo problem. Congress has been neglecting the Indians by not investigating the Office of Indian Affairs in Washington, D. C. The only solution to the problem is for Congress to grant the Indians the rights to which they are entitled as citizens of this country. This should have been done years ago; at this late date the solution will cost tens of millions of dollars and will take several generations.

Yet, the readers of your magazine can help the Indians in the future. Young people who intend to enter the fields of teaching, medicine, nursing, dentistry, social work, or construction work can and should ask for positions in New Mexico and Arizona where many of our Indians live.

Frances Vilardi  
Mark Hopkins Jr. H. S.  
Brooklyn, N. Y.

Dear Editor:

We use your magazine regularly as a supplement to our regular English work. It certainly relieves the humdrum atmosphere of English class. Its gay, witty articles pep up our morale and make our day more lively. And there are also sober articles which enlighten us on what other young people think.

Nancy Huston  
Arthur Hill H. S., Saginaw, Mich.

Dear Editor:

We are three British schoolgirls. One of us received your magazine (Nov. 3 issue) from a pen-pal in Pittsburgh. We compliment you on your magazine which we found interesting and amusing. We would like to comment on some of the points made in the article "Operation Austerity" which was about food rationing in Britain.

First, regarding the picture at the top of the article: We have never observed housewives sitting on boxes in a queue. This must have been an exceptional case. It is not a common sight.

Secondly, as regards the menu of Mr. and Mrs. Perron in Derbyshire, who wrote that they had "the same menu repeated week after week": We have asked the opinion of several couples, and all agree that the meals the Perrons gave as typical could have been made more varied. A capable housewife can always break the monotony of meals by spending her points wisely. Cereals are available for breakfast, and various kinds of fish are suitable for breakfast.

Regarding the rations we are allowed each week: We get five ounces of butter or margarine, one ounce of lard, and a quarter of a pound of tea. Each adult is allowed two and a half pints of milk; children between five and 18 get three and a half pints, and younger children and invalids get seven pints a week. Although this may sound insufficient compared with the amount you can obtain, most British people can manage on these rations.

Hilary Low, Audrey Harmer, and  
Doree Wright  
Willesden County Grammar School  
London, England

We frequently receive letters from students in other countries who have seen a copy of our magazine. If other *Scholastic* subscribers who have pen-pals would occasionally forward a copy of the magazine to their friends in foreign countries, they would be making a real contribution to international understanding.—Ed.

Dear Editor:

I enjoyed your issue on art very much (*Senior Scholastic*, Mar. 15). Since my chief interest is music, I wish we could have some articles on music.

Jane Sanders  
Gettysburg (Pa.) H. S.

ON  
OUR  
profes  
pretty  
Mae I  
Hospit  
cago

Now  
cided  
in Au  
becom  
dancin  
studen  
Folks  
hospit

At  
Mae  
is, in  
leader  
ber of  
drama  
she w  
sentat  
during

Dun  
Mae  
St. C  
Reserv  
worke  
Copley

Ma  
undec  
in su  
she m  
diffic  
of ex  
nurses  
the co  
Nurse

—Pho  
pita



WH  
letter  
opini

Dear

I li  
learn  
12, b  
ance  
slang  
gramm  
or is t  
ious m

In  
agreed  
We d  
we w  
other

We  
Editor  
Maga  
York

## ON THE SIDE

**OUR FRONT COVER GIRL** isn't a professional model, though she's pretty enough to be one! She's Mar Mae Ebinger, a junior at St. Luke's Hospital School of Nursing in Chicago, Ill.

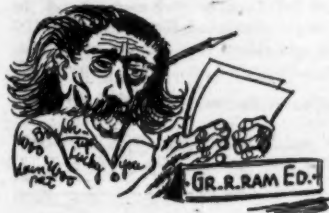
Now 19 years old, Mar Mae decided while still in grammar school in Aurora (Ill.) that she wanted to become a nurse. She had studied dancing and, with a group of dance students, had entertained at the Old Folks Home, Mooseheart, and other hospitals.

At West Aurora High School Mar Mae was an "A" student (she still is, in the School of Nursing) and a leader in school activities. A member of the school orchestra, choir, art, dramatics, science, and glee clubs, she was also a student council representative and edited the year book during her senior year.

During her freshman year, Mar Mae worked one night a week at the St. Charles Hospital for the Girl Reserves; in the summer of 1945 she worked every day as a nurses' aide at Copley Hospital in Aurora.

Mar Mae's plans for the future are undecided, but her major interest is in surgical nursing. Of one thing, she may be sure — there will be no difficulty in finding a job! Thousands of excellent positions for graduate nurses are available in all parts of the country. (See "The Professional Nurse," p. 15.)

—Photo courtesy of American Hospital Association.



**WHAT DO YOU THINK?** Here's a letter from a reader which asks your opinion:

Dear Editor:

I like your magazine and I enjoy learning grammar from pages 11 and 12, but my teacher expresses annoyance at the adolescent whimsies and slang that appear in the explanation of grammatical usage. Is he a fuddy duddy or is the grammar editor making a serious mistake?

In a poll of our class 17 students agreed with him and 8 had no opinion. We don't think this is conclusive and we would like to have the opinion of other readers.

We would, too! Address letters to Editor, Practical English, Scholastic Magazines, 220 East 42nd St., New York 17, N. Y.

## "Our Aim - To Help Youth Become Citizens of the World"

say Isabel and Monroe Smith, founders of American Youth Hostels

**A**RE YOU an adventurer? A lover of the out-of-doors? A friend of all the world? Thousands of young people who answer "yes" to these questions proudly wear a small triangle that reads AYH, which stands for American Youth Hostels, Inc. Hostellers are travelers who travel under their own steam — by foot, bike, canoe, horseback, or skis — and lodge at youth hostels, usually farmhouses whose owners serve as houseparents.



AYH was founded by two young school teachers, Isabel and Monroe Smith. "We decided," Isabel said in her slow, magical way of speaking, "that what we wanted to do most was to help young people enjoy life — enjoy learning, making friends, and knowing the world. In 1932 we took a year off to look for such a youth movement. We went to Europe to study youth groups in general and the European youth hostellers in particular."

In Europe the Smiths became friends with Richard Schirrmann, another school teacher, who had started hosteling in Europe in order to take his pupils on trips. "Schirrmann believes that hosteling teaches youth to love the world," Isabel said. "That is our purpose — to help all, especially young people, to a greater knowledge, understanding, and love of the world by assisting them in their travels both here and abroad."

Monroe took up the story. "We came back to the U. S. determined to start hostels here. We were told that the plan was impractical, but we opened one hostel in a chateau at Northfield, Mass., to see what would happen. Five hundred students came the first week the hostel opened in December 1933!"

"From that minute youth hosteling popped," Isabel added.

The Smiths' task wasn't easy, but ten years later there were 3,000 hostels in the U. S. Most hostellers set out with a few friends and a guidebook from headquarters at Northfield, Mass.; but there are also guided trips in almost every state in the U. S. and in most countries of the world.

Isabel grew up in East Hartford, Conn., in a family of seven children. "Mother and Father, who was a minister, taught us until we went to high school," Isabel said. "Once a truant officer came after us. He asked us questions and finally said, 'Mrs. Bachelor, I'd like to send the whole school to you!'" Later Isabel went to art school (Norwich Academy, Norwich, Conn.). Before graduating she illustrated a book to earn money for a summer in Europe; she returned to teach art at Hartford (Conn.) High School.

Monroe was a Massachusetts farm boy. After his senior year at Mt. Herman (Mass.) School he was asked to teach in a mountain school at Peru, Mass. There he taught for a year, lived in a log cabin with his dog, hunted for his meat, and often rode his bike 100 miles for sport.

Monroe won a scholarship to Wesleyan College, took graduate work at Columbia University, then taught history and coached athletics in a number of high schools. He hopes some day to establish a school that will combine English, geography, etc., with farming and hosteling.

★ ★



# Student Opinion Swings Toward UMT

FOR THE first time a substantial majority of American high school students favor compulsory military training for all boys at some time between the ages of 16 and 21. Both boys and girls favor it, but the girls slightly less strongly than the boys. These conclusions are drawn from a survey just completed by the Institute of Student Opinion, a national polling organization of 1,630 high school newspapers sponsored by *Scholastic Magazines*.

A total of 84,531 students (41,173 boys, 43,358 girls) marked ballots on the question: *Are you for or against the United States having a plan of compulsory military training for all boys at some time between the ages of 16 and 21?* Of these, 53,834, or 63.68 per cent, voted in favor. The percentage results of the latest poll, taken in March, 1948, are as follows:

	Yes	No	No Opinion
Boys	65.08	27.09	7.83
Girls	62.36	26.94	10.70
Total	63.68	27.01	9.31

The students participating represented all sections of the country. A breakdown by sections showed minor variations, ranging from 61 per cent *for* among boys of the Pacific Coast states to 69 among those of the West South Central states. Among girls, percentages *for* ranged from 58 per cent in the East North Central states to 70 in the West South Central. Highest percentages *against* were 30 (boys) in the Pacific states, and 30 (girls) in the West North Central. Percentage *votes for* in the New England, Middle Atlantic, and South Atlantic states exceeded the national average.

The same group of students was polled on the question: *Whether you are for or against compulsory military training, when do you think this training should be given?* The total vote showed 67 per cent in favor of training *after* high school graduation, rather than during high school years. Differences between boys and girls on this point were very slight.

The Institute of Student Opinion has polled its membership three times in the past five years on the question of compulsory military training. The wording of the question differed slightly in each case, but remained the same in essentials. The results indicate a steady increase in percentage of

high school students favoring compulsory training.

In the first poll, taken in October, 1943, 52 per cent of all students were opposed; 39 *for*. The boys showed a slight margin in favor, but not a majority. The girls were definitely *against*.

In the second poll, taken in September, 1944, 48.5 per cent of all students favored such training, while 37.5 per cent were *against* it. The girls were still, on the whole, *opposed*; but a majority of the boys had shifted to the *pro* side.

In the latest poll the steady climb of favorable opinion continues. Today more than 60 per cent of both boys and girls would approve compulsory training.

It is interesting to note that the first two of the three polls were taken while the United States was at war and older young men were in the armed forces under selective service. The latest poll, though taken nearly three years after V-E Day, is the first to show an overall majority in favor of compulsory training.

Students voted by individual ballot and, after the poll had been taken, were interviewed by high school news reporters as to their reasons for voting as they did. Representative opinions on both sides of the question are the following:

## For Military Training

(A boy) "Because it will help to safeguard our country and make us better citizens."

(A boy) "If we had another war these men would already be trained and it would require much less time to get them ready for combat service."

(A girl) "I believe other nations will not be so likely to attack us if we are prepared."

## Against Military Training

(A boy) "I don't think masses of half-trained men will be of any value in the new type of warfare atomic weapons will create."

(A boy) "It would bring on us suspicion from other countries, and would disrupt our national economy and welfare."

(A girl) "It is unfair to the boys, because at that age most of them should be entering college, and their vocational or professional training would be interrupted."

## Practical English

(Combined with PREP)

A National Magazine of English and the Communication Arts Designed for High School Students in General, Business or Vocational Courses Published Weekly During the School Year

## EXECUTIVE STAFF

Maurice R. Robinson, President and Publisher • Kenneth M. Gould, Editor-in-Chief • Jack K. Lipert, Executive Editor • Margaret Hauser, Associate Editor • Lee Learner, Mary Alice Cullen, William Favel, Assistant Editors • Mary Jane Dunton, Art Director • Sarah McC. Gorman, Production Chief • Lavinia Dobler, Librarian • G. Herbert McCracken, Vice President and Treasurer • Don Layman, Director of Sales Promotion • George T. Clarke, Circulation Manager • Agnes Laurino, Business Manager • Hildegard B. Hunter, Personnel Director

## NATIONAL ADVISORY COUNCIL

Dr. Hobart M. Corning, Supt. of Schools, Washington, D. C. • Dr. Henry H. Hill, President, George Peabody College for Teachers, Nashville, Tenn. • Very Rev. Msgr. Frederick G. Nashwalt, National Catholic Welfare Conference, Washington, D. C. • Dr. Herold C. Hunt, Supt. of Schools, Chicago, Ill. • Dr. Charles H. Lake, former Supt. of Schools, Cleveland, Ohio • Dr. Lloyd S. Michael, Principal, Garden City (N. Y.) High School • Dr. Dean M. Schweickhard, State Commissioner of Education, St. Paul, Minn.

PRACTICAL ENGLISH, published weekly for 32 weeks: Sept. through May inclusive except during school holidays and at mid-term. Entered as second-class matter at Post Office at Dayton, Ohio, under Act of March 3, 1879. Contents copyright, 1948, by Scholastic Corporation. SUBSCRIPTION PRICES: For five or more copies to one address, \$1.20 a school year each (32 issues), or 60c a semester each (16 issues); single subscription, Teacher Edition, \$2.00 a school year. Single copy (current school year) 10 cents each.

Office of publication, McCall St., Dayton 1, Ohio.

General and Editorial Offices, PRACTICAL ENGLISH, 22D East 42nd St., New York 17, N. Y.

## CONTENTS THIS ISSUE

(Including Selections from Senior Scholastic)

Say What You Please!	2
"Our Aim — To Help Youth Become Citizens of the World"	3
Student Opinion Swings Toward UMT	4
Careers Ahead	5
The Play's the Thing	7
Test Your Reading Skill	8
Learn to Think Straight	8
Dear Joe — from Jane	9
Letter Perfect Contest Winners	10
Practice Makes Perfect	11
Token of Esteem, by Harlan Ware	13
The Professional Nurse	15
Speaking of Books	15
The Post Office — At Your Service	16
Shop Talk	17
Boy dates Girl	18
Sports: The Jackie of Spades	19
Life With Father Contest Winners	20
Laughs	23



# CAREERS AHEAD

"WHY do so many adults have jobs which they dislike?" demanded Paul Kelly at the opening of the Friday program in General English class. Paul's committee had prepared the program on "Careers Ahead."

"People have to make a living," volunteered Betty Lou Rogers. "They can't always quit because they dislike their work."

"But there are more than 20,000 different types of jobs in the United States," continued Paul. "I've read that there are 60 to 100 different types of work even in a town of 1500 persons. Why don't people choose the type of work that interests them?"

"Some people," explained Ruth Shell, "start working at the first job that comes along; they don't do much thinking about what job is best for them."

"Ruth's right," Paul commented. "There are others like Rosella Nelson. Let me read to you Rosella's job record."

"Rosella took typing in high school, but no other commercial courses. When she finished school, she washed dishes at the Ham 'n Eggs restaurant for two months. *Reason for leaving:* too many dishes. Then Rosella clerked in a dime store for three weeks. *Reason for leaving:* didn't like the customers. She took a telephone operator's course and worked for the telephone company for nine months. *Reason for leaving:* the work was boring."

"Then she took a sales clerk job in Ward-Roe-buck's and stayed four months. *Reason for leaving:* didn't like her boss or the work. Rosella became a typist in a business office for two months. *Reason for leaving:* wasn't promoted."

"Now Rosella is considering going to a beauty school; she says she's sure she'll like that work."

Paul looked up from his paper. "Is there something wrong with Rosella?"



Is she the discontented type who wouldn't like any kind of job? Does she dislike working?

"The case against Rosella looks pretty bad. In a year and a half, she's had five jobs and none of them suited her. In the first place, she must recognize that any job has a certain amount of routine to it—whether it's telephone work, washing dishes, or teaching school. She must realize that in any job where you meet people, you'll meet some who are boring, even unpleasant. Rosella needs to correct her job attitude."

"Yet Rosella's case is not unusual. There are thousands of other beginning workers like her. They expect to find a job which will be largely fun. Like Rosella, instead of starting to plan their careers in school, they wait; then they use the trial-and-error method of finding 'the right job.'"

"The trial-and-error method's okay," Norm Petty spoke up, "but Rosella should have used it with after-school and part-time jobs."

"That's only part of Rosella's mistake," Betty Lou pointed out. "If she'd had her eyes open, she would have dis-

covered her interest in beauty work sooner. She could have talked to beauticians; she could have read about cosmetology in vocational articles and books."

"Good suggestions," Paul commented, "but the next thing Rosella should have done was to *study herself*. She could have made a career kit—with a self-analysis to discover her interests and abilities. We'll talk more about the career kit later. Right now Corky Harris is going to present his blackboard outline of a self-analysis chart."

Here's a summary of Corky's outline:

1. Which of these do I prefer?

—a. Working with people (such as sales work, nursing, teaching, social work, etc.)

—b. Working with things (such as auto or airplane repair, machine operator jobs, some types of farm work, engineering, building trades occupations, etc.)

—c. Working with facts and ideas (such as some law work, writing, research, bookkeeping, accounting, some scientific jobs, etc.)



2. What school work interests me most? And for what jobs could an average student of these subjects qualify?

- a. Physical education
- b. Shop courses, commercial courses

—c. English, history, math, etc.

3. What club work or other school activity do I especially enjoy?

- a. Sports
- b. Dramatics, speech club
- c. Glee club, art work, photography
- d. Commercial club, Service club, etc.

4. What are my favorite hobbies? Tinkering with a car? Carpentry? Dressmaking or designing? Reading?

"Now let's take Paul Kelly's case as an example," Corky said after he'd read the outline to the class. "Paul likes to work with his hands. He likes to putter around the family car, doing anything mechanical. He also likes to read and to work with people. On Saturdays he works in Billings' garage. Right now he's selling auto accessories.

"His grades are above average in all school subjects, but he is tops in shop courses—mechanical drawing, auto repair, etc. He likes sports. He's husky enough to do garage work.

"Paul's favorite pastime is reading detective stories to figure out the legal angle, and he follows court cases in the newspapers. Law intrigues him.

"Should Paul prepare to become a lawyer? Or should he plan on some career in mechanical work? Should he look further to discover some other field of interest? Paul, what are you doing about your problem?"

"I suppose most of you have seen me typing JKL down in the typing room this year," Paul explained. "I'm taking typing so that this summer I can do errands and clerical work in Attorney McNary's office. There won't be much in the way of pay, but I should find out a lot about law.

### The Career Kit

"Then I've started a career kit. I'm pasting in a loose-leaf notebook all the clippings and material that I can find on the jobs that interest me. I particularly look for facts about law work and mechanical jobs, but I also keep my eyes open for new job openings in such fields as electronics, plastics, etc. I'm going to put my self-analysis in the first section and I'll add to it as I discover new interests. Of course, there's a lot more in my career kit, but we're talking too much about me. Betty Lou, will you tell us more about the career kit?"

Here is a summary of Betty Lou's talk on career kits.

1. The "me" section. The first sec-

tion of the book should be personal facts about yourself. It should include a brief autobiography. Don't start with the windy night you were born or with your first baby tooth. Look at yourself critically—note your strong and weak points. If you aren't sure, ask your friends, parents, teachers, supervisors or employers. Discuss your hobbies, your special interests, your school work. Besides guiding you toward a wise choice of careers, a self-analysis and an autobiography will show you "rough spots" in your personality which need attention.

2. The job section. Just for fun, try to list as many different jobs as you can. Add to this list intriguing jobs that you hear or read about. Whenever you finish a part-time job, write a one-page report of that job. Helen Hillman was cashier at the ticket window of a neighborhood theatre last year. She could write a report on the work, discuss working conditions (small booth, sometimes cold; manager pleasant, but customers impatient, sometimes irritable); hours (varying; perhaps Mon.-Fri.: 1-9 p.m.; Sat.: 3-12 p.m.); qualifications (patience, calmness, good appearance, a pleasant personality, knowledge of everyday arithmetic); opportunities for promotion (to a cashier's job in a big downtown theatre); wages (varying, depending on locality and size of theatre).

Make a rating chart to score yourself on how well you do each job. If you like, ask your employer to rate your work for you. Rate yourself on efficiency (superior, average, poor); dependability; punctuality; interest in work; how well you get along with others, etc.

3. The reading section. Read vocational articles in newspapers, magazines and books. Specialize in the fields which interest you most; but also read about as many other jobs as possible. Take brief notes on the job fields that interest you. Note the education needed for the work, the personal qualifications required, hours, wages, working conditions, and opportunities for advancement.

As you read, keep asking yourself, "What does this mean to me?" For example, a college education is required to become a lawyer. Paul should ask himself: Can I go to college? Am I a good enough student to qualify for the law course? Or, if I start, to finish it?

Also, Paul should read the lives of successful lawyers and mechanics. He might read books about Oliver Wendell Holmes, Henry Ford, etc.

4. The "what people say" section. Reba Caminer is interested in becoming a nurse. She might interview her family doctor to ask him all about the

work of a nurse, then write a paragraph on what she learned. Reba should visit a hospital and talk to nurses. It's very practical to see them in action. Actually Reba's also interested in teaching. She might combine the two and become a teacher of nursing.

5. Pamphlets on vocational subjects. Keep these in manila envelopes pasted on the inside of the front and back covers of your career kit.

6. Roundup Section. Write an outline or article describing each of two or three vocations which especially interest you. Before you write your article, consider the entire job field—select a kind of work rather than a specific job. For example, consider all of agriculture, rather than just poultry raising, which is your special interest. Specific jobs change with the times, but kinds of work change little.

What physical requirements must you have for the job? How well do you meet these requirements? What education, mental ability, and personality and emotional traits are needed? How well do you meet them?

Measure each vocation you're interested in by three yardsticks: (a) contentment, (b) opportunity, and (c) income.

a. Contentment. Will you like the work? Will it be interesting to you three months or even ten years from now? Will the work challenge you to do your best? Or will it become just a dull routine?

b. Opportunity. What are your chances for a career in the field—for getting ahead? Is the field overcrowded? Or is it like nursing—always full of opportunities for the qualified? Is it a field that flourishes in good times and "folds up" when times are difficult?

c. Income. If you are qualified and if you work hard at the job you like, you should make progress. If the position provides opportunities for advancement you should work your way up the ladder, a step at a time. With job contentment and opportunity, you shouldn't have too much worry about income.

### On the Job — Now

"I've been pretty long-winded," Betty Lou said as she took her seat, "but choosing a career is a big job."

"Thank you, Betty Lou," Paul replied. "Also, I'd like to point out that we have our first job now—school. People like Rosella fail because they didn't make the most of their school years. They didn't think it was important to develop good work habits and such traits of character as honesty, reliability, stick-to-it-iveness, and the ability to get along with other people. But you can't run away from yourself. You are the sum total of your past experiences—a success or a failure!"



# The Play's the Thing

**SILENCE**—dead silence—is important in telling a radio story.

A rifle shot rings out—followed by *silence*.

A child cries out for his mother—and is greeted by *silence*.

An accused man concludes a plea for justice—which is met by *silence*.

But during those moments of blankness, your attention is riveted on the story. This is a strange state of affairs. A blank page in a novel wouldn't hold your attention. You'd quickly turn to the next page, to get on with the story. Yet in a radio tale the silence is a part of the story.

Obviously, then, certain special techniques are used in radio drama. Unless you're aware of them, you can't accurately judge the quality of the dramatic programs to which you listen.

## What Makes a Good Story?

Before we examine radio story-telling, let's look into story-telling in general. That's important, for the same basic ingredients go into every tale.

Every story has:

1. A *plot*. This is the action of the story, the description of the events that occur. There's one big question to ask about the plot: *Could these things really happen?* (You don't ask this question, however, about fantasies. See "It Takes All Kinds," below.)

2. *Characters*. To be effective, these people should "come alive" for you. Each one should be a real person, not a "type." A type is a character who has one major trait which dominates his personality. The *penny-pinching* uncle, the *nagging* mother-in-law, the *scatter-brained* teen-ager, the *absent-minded* professor—these are "types." They're not real people because, as we know, no person exhibits only *one* trait.

A good story should strike a good balance between *plot* and *characters*. It should seem realistic for the events of the story to happen to the sort of characters who are in the story. (It wouldn't be realistic, for instance, for a stupid, lazy girl to win a \$10,000 essay contest.) In addition, a character's behavior in various situations should seem natural. (It wouldn't be natural for a timid boy to capture a ruthless bank-robbler who had eluded the police.)

A good radio drama is one which makes the most effective use of radio's tools—speech, music, and sound effects—to tell a good, honest story.

Try this yardstick on radio drama:

1. *Does the dialogue sound natural?* (Do the characters talk as such people talk in real life? Does each character's speech express his personality?)

2. *Is the dialogue dramatic?* (Are the events and the characters' behavior explained in the dialogue? Or must a narrator explain the action and the characters' emotions?)

3. *Can you recognize each character's voice?* (Or are several actors' voices so similar that you confuse them?)

4. *Can you recognize each sound effect?*

5. *Are the sound effects used imaginatively?* (Do the sound effects tell you that the scene is a crowded restaurant, a lonely seashore, or a busy street corner? Or must you wait for the characters to tell you where they are?)

6. *Does the music fit the action and the mood of the story?*

## It Takes All Kinds

You can safely apply your dramatic yardstick (plot and characterization) and your radio yardstick (speech, music and sound effects) to every radio story you hear. But you don't expect to find the same kind of entertainment value in every story. There are many different kinds of radio drama. Each one has a different purpose, and you should judge each according to how well it accomplishes its own particular purpose. Here's a list of various types of radio dramas with yardsticks for each:

*Dramatizations of novels, short stories, plays, or movies* should follow the plot and the ideas of the original story. Are the characters portrayed as the same sort of people? Is it easy to follow the plot, even if it has been condensed? If the story had to be cut, were the most significant incidents retained? (Have you heard *Studio One*, CBS, Tuesdays, 10 p.m., and *Theatre Guild*, ABC, Sundays, 9:30 p.m.?)

*Historical dramas* should, above all, be accurate. Do the facts follow your history book? Do the people talk as they might have talked during that period? Do the main characters behave as your history books says they did, or are they "glamorized"? (Have you heard *CBS Is There*, CBS, Sundays, 2 p.m.?)

*Comedies* are designed to make us laugh, and we're less likely to be critical of them. If we're amused, we may



Jon Cornin in Collier's

"Eddie Galtz appears through courtesy of Martin Blatt, director of the Nifties Hour, sponsored by Old Homes Tea, a product of the Dry Foods Division of Extreme Groceries. . . ."

accept wildly improbable plots and "type" characters. That may be one reason why most radio comedy serials are "in a rut." (Have you heard *Mr. Ace and Jane*, CBS, Saturdays, 7 p.m.?)

*Mystery dramas* are a dime a dozen. Most of them are as similar as so many dimes, too. However, you should demand honest characterization and well-knit plots in mysteries. (Have you heard *Suspense*, CBS, Saturdays, 8 p.m.?)

*Documentaries* are dramas which present real social, political, or economic problems facing us today. A good documentary should be factual. It should truthfully explain the reasons for the problem; it may also suggest solutions. The narrator is usually more important here than he is in a straight drama. (Have you heard *Living—1948*, NBC, Sundays, 4:35 p.m.?)

*Fantasies* are stories which go "all out" for "make-believe." A fantasy may be a happy, whimsical tale like *Alice in Wonderland* or *The Bishop's Wife*; or it may be a tense, suspenseful horror story like *Dr. Jekyll and Mr. Hyde*. You can't demand that the plot of a fantasy be realistic; but you should demand good quality on all the other pointers of your yardsticks. (Have you heard *House of Mystery*, MBS, Sundays, 4 p.m., and *Let's Pretend*, CBS, Saturdays, 11:05 a.m.?)

Hours listed above are EST.

This is the fourth in a series of articles on "How to Choose Radio Programs." Next week: How to Judge Public Service Programs.





## Test Your READING SKILL

"TOKEN of Esteem," Harlan Ware's short story on page 13, is an excellent character study. The author uses great skill in showing you what sort of a person Charles Minnon is. He does not tell you bluntly that Charles was a certain sort of man, but he shows you how Charles reacted to certain situations in the story.

Of course, the story has an absorbing plot, too; but the main idea of the story is the leading character's *changing* attitude toward a big moment in his life. Did you become so interested in the "story line" that you forgot to notice the development of the character? Let's see if you can straighten out both the events in the story and Charles Minnon's reactions to those events.

### Let's Get Organized

Can you rearrange these events in the order in which they occur in the story? Write a, b, c, etc. in the spaces at left.

- 1. Charles begins to wonder whether a gold watch is really a fitting payment for his twenty-five years of service.
- 2. Charles realizes that Mr. Ashcraft isn't personally interested in him, and he decides to write a speech criticizing his employer's selfish attitude.

—3. Charles is elated over the prospect of receiving a token of esteem at a banquet in his honor.

—4. Charles changes his plans at the last minute because of old Mr. Ashcraft's speech, the appearance of his salad, and the platinum watch.

—5. Charles' enthusiasm is dampened by the cool reception his family gives to his announcement.

—6. Charles fails to disillusion the bus boy. He begins to feel that perhaps his job—which is the bus boy's goal—is an important one, after all.

—7. Charles recalls the rebellious attitude of Orloff; he begins to think that his own loyalty to his job had "made a sucker" of him.

### What a Character!

Now that you've organized the plot, you should have little difficulty in analyzing Charles' character. Can you name the points in the story which show that:

1. Charles was too much swayed by other people's opinions.
2. Charles was too absorbed in his job to become very close to his family.
3. Charles was not, by nature, a rebellious man.
4. Charles had a fair share of vanity.

### Words, Words, Words

A. Did you stumble over any of the words in "Token of Esteem"? Are you sure you understood the words with which you're not familiar? Let's see if you can underline the synonym for each of the italicized words:

1. *garnishing*: (a) lighting; (b) decorating; (c) covering; (d) surrounding.
2. *disdainful*: (a) silly; (b) annoying; (c) aggravating; (d) scornful.
3. *trivial*: (a) sneaky; (b) unpleasant; (c) unimportant; (d) dull.
4. *esteem* (noun): (a) admiration; (b) service; (c) prize; (d) value.
5. *balmy*: (a) springy; (b) crazy; (c) mild; (d) exciting.

B. Did you notice that the author of "Token of Esteem" used several words in two entirely different ways? Read each pair of sentences below. One word from the story will fill both blanks in the sentences under 1; another word will complete both sentences under 2. Can you think of the correct words?

1. (a) Minnon's son was being sarcastic when he said that a banquet would be a \_\_\_\_\_ for Charles.

(b) When Minnon told his family of the gold watch, he feared that it sounded like a mere trinket from a \_\_\_\_\_ store.

2. (a) At Charles' banquet, the tables were set with the gold-edged penthouse \_\_\_\_\_.

(b) Charles received a platinum watch for his twenty-five years of \_\_\_\_\_.

### Answers in Teacher Edition

## LEARN TO THINK STRAIGHT

**D**ID YOU read in the "Laughs" column in the April 5 issue the joke about P. T. Barnum and his "cherry-colored" cat?

Mr. Barnum prided himself on the variety of freak animals in his circus. One day he received a letter from a man in Vermont who offered to sell a cherry-colored cat for only \$200.

Barnum immediately ordered the cat and sent the check for \$200. Soon he received a large *black* cat with a note attached to its neck: "I neglected to tell you that Vermont cherries are always black."

The Vermonter, in writing, had told the truth—but only *half of the truth*. Barnum had "fallen for" it. He'd let himself be outwitted because he (1) *assumed* that the cat was red and (2) sent the check before he *had enough facts to be sure*.

This story is not as unusual as you may think. People often "fall for" half truths. Here's an example:

"With Shorty as chairman, our club has had good programs," Pete said.

"That's a good reason for re-electing him," Sally added.

Just then Bob, who had overheard their conversation, spoke up. "Hold on! What you said is true, Pete. But that's only half the truth. I happen to know that Shorty wasn't responsible for those programs. Jan planned those programs. I think she'd be a better chairman, and she deserves the job."

Sally and Pete both had a wrong impression because, like Mr. Barnum, they had *assumed* something and they *hadn't gotten enough facts to be sure*. But, unlike Mr. Barnum, no one was deliberately "fooling" them.

Purposely omitting, rearranging, or changing the facts in order to give a wrong impression is called "card stacking." The story of Mr. Barnum's being outwitted is amusing; but when propagandists stack the cards to trick people into thinking or acting or voting in a

certain way, the situation isn't so amusing.

Suppose that Mr. Parker was running for election to the city council and that his opponent circulated hand bills stating: "Mr. Parker voted against the proposal to build two new schools." This statement might keep a number of people from voting for Mr. Parker.

Now let's suppose that in this case Mr. Parker had voted against the above-mentioned proposal because he thought it wasn't adequate. Suppose that later he voted for a proposal to build *four* new schools and to renovate several old school buildings. If this were true, then the hand bill circulated by Mr. Parker's opponent had deliberately omitted a part of the story in order to create an unfavorable impression of Mr. Parker.

"How," you may ask, "can I tell from a newspaper article, speech, or handbill whether it's the truth or only half of the truth?"

The answer is that you *can't*, but you can hold your opinion until you have enough facts to be fairly certain that your opinion is fair and wise.

# Dear Joe,

from JANE

**H**OLD that "flash," Walter Winchell! When I mentioned in my last letter that I admired Alan Greenhut, I meant just that — nothing more. So you jump to conclusions and "link my name with his!" Or were you just needling me in order to get my feathers up???

At any rate, here's the reason *why* I admire Alan. He's one of the few persons I know who fits in with any group anywhere. One of his "secrets of success," I'm sure, is that he *likes* people — all kinds of people — and that he lets them know it by going more than half way to be friendly and interested in whatever they're interested in. I've had only one date with him (honest!) but during the fifteen minutes he was at the house before we went to the movies, he made a real hit with the family.



Bud (better known as the "The Pest") has asked me five times why I don't rate another date with "that guy who knows all about baseball." Dad, who invariably mixes up my dates' names (life's most embarrassing moment when he does it in their presence) actually came close on Alan. The day after our date, Dad said, "That Greenhouse (I) boy has a head on him! He talked very intelligently about Universal Military Training last night. Also, he's looking ahead towards a career and planning to work his way through college. Ambitious — that's *good!*" Mom, who'd been reading recipes when Alan arrived, can hardly wait for me to muster the nerve to invite him to dinner. When I entered the room, they were planning their "ideal dinner menu."

Alan's popular with the kids at Central, too — and I don't mean just the girls. Here again, his liking of people — all kinds — is the secret. When he came to Central this year, he refused to be drawn into any clique — or to *think* that he was being left out of any! In fact, he's been almost a one-man crusade against cliques, although he'd be the last to admit it. He'd say, "Crusader? I just like people!"

You remember how we used to complain (to each other)



that Central was cock-eyed with cliques. The athletes considered the literary set "greasy grinds"; the literary set thought the athletes were "lame brains." There was the party crowd, the money crowd — and those who were left out of any crowd. Well, here's what happened yesterday:

Sally and I were standing on the steps when Alan and Whit Colby (he used to be one of the "left-outs") came along and suggested sodas at Pop's Place. On the way Alan hailed Buzz Sawyer and Corky Albion. At Pop's he steered us towards a booth where Greta and Doris Blair were sitting. And what happened? We had a wonderful time! We all spoke the same language, laughed at the same jokes, griped about the same gripes, compared notes on movies and books, etc.

Isn't it funny how easy it is to stay in a rut — or in a clique — and also how easy it is to climb out of the rut once you let yourself look over the edges? And the silly part of cliques is that you miss knowing so many nice people if you're running around in "circles."

Sincerely yours,

Jane





**C**ONGRATULATIONS! You've made marked progress toward becoming *Letter Perfect* this year. So many students entered this contest, announced in the April 8 issue of *Practical English*, that we've decided to give *two* \$1.00 prizes in the business letters class and *two* in the social letters class.

David Treffs of Schroom Lake (N. Y.) Central School and Phyllis Clark of George Washington High School, Los Angeles, Calif., are first-prize winners in the business letters class. Honorable Mention: May Chew, San Diego (Calif.) High School, and Donna McClintock, New Castle (Pa.) Senior High School.

In the social letters class, Linda Guenther, Kingsport (Tenn.) Junior High School, and Fruty Abrenilla, San Diego (Calif.) High School, placed first. Honorable Mention: Gloria Faure, Jones Commercial High School, Chicago, Ill., and Phyllis Turner, New Castle (Pa.) Senior High School.

David Treffs' prize-winning business letter is clear and concise. Note the 1-2-3 order.

South Schroom, New York  
March 19, 1948

Mrs. Ida Sheldon  
American Youth Hostels, Inc.  
Northfield, Massachusetts

Dear Madam:

I have read several articles about Americans taking trips in Europe through the facilities of American Youth Hostels.

My friends and I would like to know whether there is a branch of the organization in New York State. If there is, we would be appreciative if you would supply us with the following information:

1. How we can become members.
2. What our duties would be.
3. What kind of camping trips we could take.
4. Where we would travel.

I am enclosing a stamped, self-addressed envelope for your convenience.

Very truly yours,

Enclosure

David Treffs

Linda Guenther makes her social letter interesting by description:

1432 Oak Avenue  
Youngstown, Iowa  
July 5, 1948

Dear Chick,

I received your letter yesterday and was glad to hear from you.

Helen, who isn't dating anyone in particular since you went away, gave a super Fourth-of-July party last night! We played a new game called "Rhythm," in which the players sit in a circle and number themselves according to the number of players. Number one starts the game by clapping his hands twice and snapping his fingers twice. On the "snaps" he calls his number and someone else's. The object is to get someone out of rhythm. When someone is "out," he goes to the last chair and everyone moves around one seat (changing his number). After some more games, among them your favorite—cards-in-the-hat—we had sandwiches and cupcakes. All in all, it was a swell party!

Last Friday night the gang went to see *Gentleman's Agreement*—a very good movie in my opinion. It taught all of us a great deal about prejudice, and everyone resolved to have a broader outlook toward new friends as well as toward old friends. After the movie we went to Barth's for the customary soda, and to listen to the latest popular records.

Here's hoping you make progress in school next term and have lots of friends.

Sincerely,

Al

*Note:* The above letters are good, but perhaps you can make them even better. Study each letter carefully. Has the writer used *should* and *would* correctly? *Can* and *may*? What other errors in English usage, grammar, and punctuation can you discover? Consult your grammar books. Underline all the errors you can discover in one of the winning letters. Then rewrite the letter, making it absolutely *Letter Perfect*.

#### Next Contest

How would you like to see your prize-winning letter in an early fall column of *Letter Perfect*? Here are two poorly written letters. One is a letter of approval (or disapproval) of a radio



"Miss Drake, I want you to stop ending my letters 'Lovingly yours'!"

program and the other is *meant* to be a friendly social letter.

You may enter the contest by re-writing either or both of the two letters. A prize of \$1 will be sent to the writer of the best letter in each of the two classifications.

But wait a minute before you start to write! Study the "Letter Perfect" columns for April 12 and 19 for letters of approval and disapproval and the column for March 22 for friendly letters.

Write your name, address, school, and the name of your teacher on the reverse side of each letter you submit. Mail your letters, not later than May 26, to Letter Perfect Editor, *Practical English*, 220 East 42nd Street, New York 17, N. Y.

Take out Success Insurance. Don't let poor punctuation, English usage, or incorrect spelling eliminate you from being one of the lucky winners. Remember, too, that these letters may need additions or subtractions, as well as corrections in English. Start from scratch and work out your own letter; don't settle for slightly improved copies of these "horrible examples."

204 West Mulberry Street  
Corn City, Nebraska  
May 24, 1948

Station B-L-A-R-E  
812 Lincoln Street  
Corn City, Nebraska  
Gentleman,

Lots of nights I listen to the radio. I've been hearing your *Corn Huskers Serenade* for several nights now and I just want to tell you, that with some exceptions, I think its tops! Even my grandmother likes it, too but my dad won't listen and Tiger, our cat who is getting old now, always hides under the davenport when we tune in on your program. I guess no program can ever be perfect. Keep up the good work, except for the exceptions.

Sincerely yours

Scott Berie

R. D. # 1  
Hemingway, Vermont  
May 24, 1948

Dear Stan

Stan, summer will soon be here and I was wondering. Will I see you again this year at Camp Dune-in-the-Pines? I've heard, Stan, that they've raised the rates, but maybe we could earn part of our way this year by taking care of the boats or by waiting on the tables or what do you think? My plans aren't definite yet being that I may take a summer job somewhere. Corky says that he plans to work in the Real Alligator Leather Company's factory this year. Let me know when you know and where.

Sincerely yours

Dean





# PRACTICE MAKES PERFECT



Vol. 4, No. 12, April 26, 1948

NAME \_\_\_\_\_

CLASS \_\_\_\_\_

## Watch Your Language!

"Please list all of those pesky irregular verbs at one time, so we can paste them in our notebooks for handy reference," wrote a class of P.E. readers.

Here you are — at no extra charge! After you've completed the quizzes and puzzle on page 12, clip this list and keep it in your notebook. Study these verbs, a few times, until they're "all yours."

Present Tense	Past Tense	Past Participle
am	was	been
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
drown	drowned	drowned
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
freeze	froze	frozen
get	got	got or gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hurt	hurt	hurt
know	knew	known
lay (to put or place)	laid	laid
lead	led	led
leave	left	left
lie (recline)	lay	lain
ring	rang	rung
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
set	set	set
shake	shook	shaken
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sit	sat	sat
speak	spoke	spoken
spring	sprang or sprang	sprung
steal	stole	stolen
sting	stung	stung
strike	struck	struck
strive	strove	striven

swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
tear	tore	torn
throw	threw	thrown
wear	wore	worn
write	wrote	written

Remember: Don't try to get all these down at once — just a few a day and you'll have them in a week or so. You already know many of them. Try this test and you'll see. Without looking back, fill in the blanks with the correct tense form. Four points for each. Total, 40.

1. Yesterday I \_\_\_\_\_ a letter to my brother.  
(write)
2. Have you \_\_\_\_\_ the book on the table?  
(lay)
3. Has Bill \_\_\_\_\_ the bell?  
(ring)
4. The lake has \_\_\_\_\_ over.  
(freeze)
5. Last year I \_\_\_\_\_ 364 quarts of milk.  
(drink)
6. Have you \_\_\_\_\_ in bed, as the doctor ordered?  
(lie)
7. Last night we found the tank had \_\_\_\_\_ a leak.  
(spring)
8. How many times has he \_\_\_\_\_ out this season?  
(strike)
9. Now I'm satisfied. I have \_\_\_\_\_ that letter.  
(write)
10. How you have \_\_\_\_\_ I  
(grow)

My score \_\_\_\_\_

## Are You Spellbound?

1. *Ingenious* — *ingenuous*. Look closely at these two words. They're exactly alike — except for one letter which makes a big difference. *Ingenious* means clever, skillful, resourceful. Ex.: Most inventors have *ingenious* minds.

*Ingenuous* means honest, frank, open, sincere. Ex.: Children generally have an *ingenuous* look.

2. *Illegible* — *ineligible*. When your handwriting is so sloppy that no one can read it, it's *illegible*.

**Ineligible** means not having necessary qualifications. Ex.: A "60 average" makes you *ineligible* for the team.

3. **Latest** — **last**. It's sad, but true. Many people think these two words mean the same. They don't. **Latest** means the most recent. Ex.: Have you seen Sinatra's *latest* picture? (The one he completed last month?)

**Last** means the final one. Ex.: Have you seen William S. Hart's *last* movie? (The final one — he's dead.)

4. **Persecute** — **prosecute**. **Persecute** means to annoy, to plague, to bring suffering. Ex.: Mussolini *persecuted* many Italians.

**Prosecute** means "to carry out a legal action." Ex.: "All criminals will be *prosecuted*," said the Mayor. (We will take legal action against them.)

5. **Precede** — **proceed**. **Precede** means to go before. Ex.: Girls will *precede* boys. (Ladies first!)

**Proceed** means to go forward. Ex.: *Proceed* slowly.

In the space at the left, put a C if there are no misspelled words in the sentence. If there is a misspelled word in the sentence, underscore it and spell it correctly in one of the spaces below. Four points each. Total, 40.

(Be sure that you know the correct word that should be used. If the sentence has *proceed* instead of *precede*, it's wrong even if *proceed* is spelled correctly.)

- 1. Most three-year-olds are ingenuous.
- 2. Two months after his last book was published he started writing another one.
- 3. Only cowards and bullies prosecute the weak.
- 4. The sign read, "Precede with care."
- 5. It you haven't reached your thirteenth birthday, you are illegible.
- 6. Edison solved many problems because he had an ingenuous mind.
- 7. Your handwriting is ineligible.
- 8. This is my last attempt at the rhumba. If I fail, I won't try again.
- 9. The man who poisoned the canary will be persecuted next week.
- 10. A wit once remarked, "You go first and I will precede you."

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My score \_\_\_\_\_

## Words to the Wise

A. Are you "on the beam" about radio slang? If you were to visit a radio studio, you might find yourself "up in the air" if you didn't know the translations for some of these picturesque words and phrases. Count 2 points for each correct answer. Total, 10.

— 1. If a group of actors told you they'd just come from a *clambake*, they would have taken part in a: (a) bull session; (b) bad broadcast; (c) riot.

— 2. A director who called down an actor for *fluffing* would be annoyed because the actor had: (a) overacted; (b) spoken too softly; (c) misread a line.

— 3. If a station worker warned you that a certain microphone was a *hot mike*, it would be: (a) broadcasting a "jivey" program; (b) turned on and picking up sound; (c) carrying a broadcast which the government had censored.

— 4. A radio worker who referred to a *town-crier* would be talking about: (a) a vocalist who sang too loudly; (b) a meddlesome sponsor; (c) an announcer.

— 5. If you heard a radio play referred to as *cold dramatics*, it would be: (a) tragedy; (b) an unappealing story; (c) produced without music.

My score \_\_\_\_\_

B. Sometimes slang words are vivid and expressive. More often, they're shabby and over-worked. Column A lists five slang expressions which you should eliminate from your vocabulary. You'll find an excellent synonym for each in Column B. Count 2 points for each pair you match correctly. Total, 10.

### COLUMN A

- 1. phony
- 2. moocher
- 3. uppity
- 4. butt in
- 5. thingumabob

### COLUMN B

- a. apparatus
- b. intrude
- c. counterfeit
- d. arrogant
- e. parasite

My score \_\_\_\_\_

My total score \_\_\_\_\_

### Answers in Teacher Edition

### Answers to Last Week's Puzzle

P	I	T			G	A	P	S
E	D	E	N		O	B	O	E
R	E	N	T	S		E	R	E
E	S	T			L	O	D	E
				F	I	R		
C	L	E	F	T		B	A	D
A	I	D			S	H	O	R
V	E	N	T		E	R	I	N
E	D	A	M			E	A	T

Next Week: A Vocational Crossword Puzzle

# Token of Esteem

Twenty-five years out of a man's life ought to be worth something

**C**HARLES MINNON came up out of the second basement, along the greasy passageway between the help's kitchen and the storeroom, and went out of the hotel into the balmy air of a late spring evening. It was seven o'clock and he took a deep breath; for this was freedom. Out on the street at seven o'clock! He hadn't been out on the street at seven o'clock in the evening more than a dozen times or so in twenty-five years.

As a matter of fact, he hadn't been out where ordinary people could see him between the hours of eleven a.m. and midnight in more years than he cared to remember. He had worked for Mr. Ashcraft, senior, and now for Mr. Kenneth Ashcraft, all these years—a quarter of a century would have gone by this coming Tuesday since he came there as a bus boy, so hungry at the time that he wanted to work near food.

And now this had happened: he had left early on the night of an important banquet because he could wait no longer to tell his family that he was going to receive a token of esteem.

Copyright, 1935, by Esquire, Inc. Reprinted from *Esquire* for July, 1935, by permission.

By Harlan Ware

He thought he'd take a bus. Naturally he hadn't taken a bus in years. One does not wait for buses at midnight, and at ten in the morning he was in too much of a hurry. But tonight he got aboard a Fifth Avenue bus and looked hungrily out at the shops and buildings—so many of them were new since the last time he rode on a bus.

He was home. He climbed the stairs. Outside his own door he could hear the deep voice of his son. He felt embarrassed. His hands were unsteady with the key. He opened the door.

There they were.

There they were, the three of them. Mabel, and his son, and Harriette.

"Well—Dad."

His son was embarrassed, too. Shook hands with him. Then Harriette came up and kissed him. He went over to Mabel and she kissed him.

"You're home early," said Mabel.

"I thought I would," he explained. "There was an important banquet but I let the boys handle it. I thought, here it is the first night you—you—children are home, and why should I stay there and slave—"

"Now he is getting some sense," Mabel said.

Then Harriette came over to the chair and sat down on the arm and touched his ear. It was like having some strange young girl sitting on the arm of his chair. He could feel his face get red.

He thought maybe this was a good time to tell them.

"It isn't so bad when you know all you do is appreciated. If it wasn't appreciated it would be too hard—too many hours, too much smell of food. But I've got some news to tell you now that just about makes it all right."

"A raise?" said Mabel.

"Not exactly a raise, though I could probably get one if I asked for it."

"You ask for it," said Mabel.

"They gonna give you a stick pin or something?" asked his son, sneering.

Funny what words can do to a man, words and the expression on another person's face. All of a sudden Minnon felt the loneliest man in the world; maybe he was going to have a brain hemorrhage, like the chef had; for when his son said that about the stick pin, something happened inside of Minnon that seemed to cut him off from those three in the room, so that he was completely alone for a minute, unable to reach anybody, or get any help from anybody. It was like a man running and running until his heart burst inside him, and there wasn't any race to begin with; or like a man named Minnon who had given up twenty-five years of his life, in a trade, and had got nothing for it but a five-room apartment and three strangers who lived with him.

Because it would be hard to say that they were going to give him a banquet and a watch now, with his son sitting there grinning that way.

"What is it they are going to do for you?" asked Mabel, her voice hard.

He had to tell them now; there was no way out. He tried to make it sound fine and splendid.

"Why," he said, "Mr. Ashcraft himself—and I've heard even his father is going to try and be there (and this was a lie, because he hadn't heard any such thing)—they are going to give me a nice banquet on Tuesday and a token of esteem."





His son laughed harshly. "A banquet! I suppose they think you will enjoy a banquet. That'll be quite a novelty for you — they'll probably give you some of that salad you made up."

"What's the token of esteem?" asked Mabel.

"A gold watch."

He had never heard anything sound so small and trivial as that gold watch, just then. He couldn't say it so it would sound as big to him as it had when he first heard of it; there wasn't any way to bring the words out and make it sound like a gold watch; what he said sounded like some kind of a trinket from a novelty store.

Harriette spoke up then.

"They would," she said bitterly. "That's just what they would do, isn't it, Mother? — give him a gold watch when gold watches aren't even in! Gold watches haven't been in for as much as ten or twenty years. Why, gold watches went out with those high wheeled bicycles. You'd think if they were going to give you a watch at all they could at least give you a platinum watch, which is in, instead of a gold one. Isn't that right, Mother?"

Minnon tried to defend it. "Oh, it isn't as bad as that. You see a lot of gold watches. Mr. Ashcraft carries one, himself — Mr. Ashcraft, senior."

"But not Kenneth, I'll bet you. Kenneth is too smart and up-to-date . . ."

There was no point arguing it out any longer. Any kind of a watch, gold or platinum, was hardly enough to trade for twenty-five years of a man's life — that was one-third, or maybe almost half; and a man's life is all he's got. And then he began to think other thoughts that were strange in his head.

He began to think the kind of thoughts that Orloff, the "bolsheviki" chef, must have been thinking up to the time he had the brain hemorrhage. He tried to stop them and think of something else but he couldn't. By the time they really got hold of him so that nothing else would come into his mind, they had gone to bed.

Everything Mabel said about that hotel had hatred in it. This had been going on for years, and it had taken him all this time to notice it.

And his son: "Maybe they'll give you a stick pin." Sitting there with a disdainful grin on his face, so that you felt as if you'd burst your heart in a race that nobody ran but you . . . and gold watches weren't even in! Those were crushing things to think of. You work twenty-five years of your life — as no man works outside of a big hotel — and they give you your own salad, at a banquet, and a gold watch that isn't even in!

He reached out and touched his wife's shoulder. She turned sleepily, moving her face toward him.

"U-m-m-in?"

"You know what Orloff said one time I should do when they gave me that watch?"

"Oh, Orloff!"

"No, you'll like this, Mabel. Listen. This is funny. Except that a dead man said it. Orloff said I should take that watch in my hand and throw it against the mirror in the ballroom and crack it in a thousand pieces and tell them they could take their hotel . . ."

**H**IS voice sounded like someone else's voice, almost like Orloff's, talking there in the dark to Mabel, and it gave him the oddest, wild feeling when she said, sitting up:

"If you did a thing like that you'd lose your job!"

That wild feeling was burning inside his chest and in his mind, too, when he woke up in the morning.

His family had finished breakfast, of course, and he was relieved about that. He didn't know what he could possibly talk to them about during breakfast. It was all he could do to get out the few sentences that were necessary before he went out the door. He wouldn't be home tonight until late, as usual. If it were too late he would stay at the hotel — and they needn't expect him until Friday . . .

He met Mr. Ashcraft as he went into the hotel.

"Charles," said Mr. Ashcraft, pleasantly, inclining his head.

"Wait a minute," said Charles. "Pardon me, but wait a minute, Mr. Ashcraft."

"Yes?"

"You called me about that chef the other day."

"Yes?"

"Did anybody tell you Orloff didn't quit?"

"What's that?"

"Orloff — he died!"

"Yes — too bad. How's the new man?"

"He's all right."

"By the way, did Orloff have any family?"

"Just a wife. He never had time to have any family."

Mr. Ashcraft thought that was a joke. He laughed, patted Charles on the shoulder, and they separated.

For a little while Charles was calm. But after a while he thought that it really wasn't such a funny thing when a man had worked too long every day to have time to raise a family.

"I'll throw your watch against the wall!"

Charles heard himself saying these

words out loud. It frightened him. It was Orloff saying them over his shoulder.

After a minute of standing there the fear left him and he had only his anger, and then his anger left him and he had only that loneliness. Then he saw a bus boy named Joe. Joe was a Polish bus boy with a nice clean face, and he thought things were important. He thought it was important not to break dishes. He thought it was important to be promoted to be a waiter. He thought if he could some day get to be the headwaiter in the main banquet room that he would not want anything else. He would want to be the headwaiter in the main banquet room for as much as a year, or two years, and then he wouldn't care what happened. He had never told Minnon that, but anyone could tell by the way Joe took orders.

Standing there and feeling only the loneliness, Minnon watched Joe work — and saw himself when he was Joe's age, working with careful hands in this same kitchen. And so he called out:

"Joe, I want to see you in my office."

Joe stood beside the desk like a soldier waiting for an order, and you could tell by the way he was poised that, no matter what it was, he would do it.

"You are a bright boy, Joe, a very bright boy. Why don't you leave here and get a job in a store, or in a shop or somewhere."

Joe looked stunned. "But I do my work. Mr. Minnon — don't I do my work?"

"It isn't that. Don't you suppose you would like some other work better; some place where you can go farther? If you stay here the highest you can go is this office."

**W**HEN he got through Joe was almost crying. Joe said that Mr. Minnon's job was a wonderful job. Joe said he wouldn't ever ask for any job as swell as Mr. Minnon's. He said if he could get up to where Mr. Minnon was in even thirty years, no matter how hard he had to work, or how many hours, no matter if he did get all worn out and nervous — no matter what — he wouldn't ask any more than that, or expect any more — and that was an honest fact!

And so Joe went back to being careful with the dishes and hurrying up to finish whatever he was doing faster and better than any other bus boy — which was the way to get to be a captain in the banquet room with a lot of waiters jumping to attention when you spoke to them . . .

And Minnon, feeling a coolness come into his brain, tried to remember his

(Continued on page 21)

# The Professional Nurse



OWI Photo by Henle

Assisting at operations is an important phase of nurses' training.

**A**RE you looking for a professional job in which you can be of service to others? Are you looking for a field with many opportunities for advancement? If you are, have you considered becoming a nurse?

The future is bright for all well-qualified nurses. Our population is increasing; our armed forces need more nurses than formerly; and we are expanding our medical services by building additional hospitals, health centers, and maternal and child care clinics.

## Requirements

Most schools of nursing have age limits of 17 or 18 to 35 years for applicants. A high school education is required and some college training is desirable. Good health is a must. High scholastic standing in high school, alert-

ness, a sense of humor, neatness, and a sympathetic interest in people are important.

For high school students who plan to make nursing their career, the following courses are recommended: four years of English; three years of science (biology, chemistry, and physics); two years of mathematics (algebra and geometry preferred); two years of history; two years of Latin or a modern language; civics or sociology; and economics. Requirements differ slightly with the various nursing schools. Inquire at the schools in which you're interested.

## Two Types of Schools

There are two types of nursing schools. *Hospital schools* are run by hospitals and offer two-and-one-half to three-year courses leading to a diploma in nursing. *College schools* are supervised by colleges and offer a four- to five-year combined course in nursing and academic training. Upon completion of this course, students receive a diploma in nursing and a B.A. degree.

Write to the secretary of your State Board of Nurse Examiners for a list of accredited nursing schools in your state. This information will also be provided by the Nursing Information Bureau, 1790 Broadway, New York 19, N. Y.

Many schools have scholarship and loan funds for student nurses. Do not hesitate to write to particular schools and ask about scholarships. In general, the cost of a nursing course ranges from free to approximately \$2,000. Probably \$100 to \$500 represents the usual range of fees and may include room and

board, uniforms, and laundry. Remember also to budget for a personal allowance; this amount will depend upon your individual needs.

Upon graduation from a school of nursing, a student must pass state board examinations in order to obtain legal recognition as a *registered nurse*.

A graduate nurse who has passed the test of the State Board of Nurse Examiners can find a job in almost any community, state, or nation in the world. She can specialize in working with children, patients with tuberculosis, cancer, communicable diseases, or any number of other sicknesses. A nurse with administrative ability can become director of a nursing service or of a hospital. Some experienced nurses become teachers in schools of nursing.

Salaries and working conditions vary widely. An average beginning salary may be between \$1,800 and \$2,400. Beginning jobs with some Federal agencies offer a little more. Most nurses prefer to live outside the hospital so that they can lead a less regimented life. Increasingly, nurses work one eight-hour shift a day, with one or more days off each week.

## Public Health Nursing

Public health nurses work in communities to help prevent sickness and to promote better health in homes, in schools, and industrial plants. They find jobs with state, county, and city departments of health; local visiting nurse agencies; insurance companies; departments of education; industries; and Federal Government agencies. To qualify for service in this field, graduate nurses are expected to complete an additional year's program of study in public health nursing in a university.

— WILLIAM FAVEL, *Vocational Editor*

## Speaking of Books



MISS ULYSSES FROM PUKA-PUKA, the Autobiography of a South Sea Trader's Daughter, by Florence ("Johnny") Frisbie. Macmillan. New York. 1948. \$3.

The author of this book is 16 and has never been on a continent. She lives in the South Sea Islands in the middle of the Pacific. "Johnny," her two sisters, and her brother grew up on the island of Puka-Puka (pronounced *Pooka-Pooka*). They made horns from coconut leaves, learned to swim in a lagoon,

danced native rhythms on the beaches, and traveled thousands of miles among the islands in canoes and sailboats.

When Johnny was 12, she began to write a book about her experiences. She wrote it in three languages, part in Puka-Pukan, part in Rarotongan (language of another South Sea Island), and part in English. Her father, an American trader and author of five books, translated it.

Johnny tells about her lovely Puka-Pukan mother who died. She describes the time her family was marooned on an uninhabited island by an angry skipper. She tells of the excitement on the island when the trading ship comes in and the strange, grinning, self-conscious passengers come ashore. She recounts her family's miraculous survival of a hurricane which destroyed whole islands.

The adventures of this 20th century

Miss Ulysses are as varied as the Greek hero's. Her delightful way of telling them will lead many to read her book — the first, her father thinks, by a South Sea Islander.



"Johnny" Frisbie, 16-yr.-old author



This Week

"We're preparing pens for the outer office."

"HERE I am, ready to play 'post office,'" Phyllis Goddard laughed when Mary Kampschulte answered the doorbell one night.

The gang had decided to accept Mary's invitation to have her father, a post office employee, help them with the quiz program on postal services which they were preparing for English class.

"Hello, everybody," Phyllis said as she walked into the Kampschulte living room with her pencil and notebook. "Have I missed anything?"

"Join the firing line," Hale Larimore said. "We're about to turn our big guns on Mr. Kampschulte. We've decided to discuss postal savings and parcel post first."

"One subject at a time," Mr. Kampschulte said amiably.

### Postal Savings

Hap Wilson asked the first question. "Why do people bank their money at the post office when they could have savings accounts at a bank?"

"A good question," Mr. Kampschulte commented. "Some people, especially immigrants, feel more secure if their money is in a Government-owned institution. They are used to government banks in Europe; so our Government founded the Postal Savings System in 1910."

"In the P. O. system, do you have a passbook and receive interest on your savings just as you do at the bank?" Hale continued.

"The Postal Savings System doesn't issue passbooks," explained Mr. Kampschulte. "Depositors are given postal savings certificates instead. We have these in denominations of \$1, \$2, \$5, \$10, \$20, \$50, \$100, \$200, and \$500. If you bring in \$5 to deposit to your credit, we give you a \$5 certificate made out in your name. This certificate is your receipt for the \$5."

"You may redeem this certificate at the post office, but you can't cash it at a store or transfer it to another person. If anything happens to your certificate, a new one will be issued to you."

"Any one person may have a P. O.

savings account up to \$2500, but he can't deposit more than that amount. The post office pays 2 per cent interest for each full year that a certificate is outstanding. The interest is not compounded."

"What do you mean by that?" Phyllis inquired.

"We don't pay interest on your interest," Mr. Kampschulte explained. "It's advisable to draw out your interest money and buy additional certificates with it—in order to get the additional interest."

"Can you withdraw your money at any time?" Mary asked her father.

"That's right. You can go in person to withdraw your money; or you can do it through a representative or by mail." Mr. Kampschulte paused. "I'm surprised you haven't asked me one question."

"What question?" Hap wondered.

"You haven't inquired about depositing odd amounts of money—say, less than \$1 or \$3.50. If you wanted to deposit 10 cents, you'd buy one postal savings stamp and paste it on a card. When you had ten stamps on your card, you could trade the card for a \$1 certificate."

"While you're getting your notes in order," Mary suggested, "I'll skip out to the kitchen and get some chocolate cake that Mother made for us."

"Mr. Kampschulte," Hap began when the group had finished their refreshments, "why do people use *registered mail*?"

"Let's give Mr. Kampschulte a break," Phyllis laughed. "I know a little about that subject. You can send money either by money order or by registered mail."

"Suppose you want to send \$5 through the mail. You take your five dollars to the P. O. and give it to the clerk at the *money order* window. He gives you a blue or green slip that looks like a check. You tear off a part of the slip to send to the receiver; you keep the other part as a receipt. This money order can be cashed at the receiving post office as soon as it arrives. It can be cashed at any post office in the country

thirty days after it is issued. Of course, the person cashing it must identify himself."

"You forgot to mention," Hale reminded Phyllis, "that you have to fill out a money order blank to turn in with your money at the money order window."

"Right you are, Hale—but it's very simple. You just fill in the blank spaces (*name of person* you're sending the money to, *his address*, the *amount* you're sending, *your name* and *address*). You usually find the blanks on the P. O. desks where they keep those scratchy pens!" Phyllis laughed.

"What happens if you lose your money order?" Hap asked.

"If it's lost on the way," Mr. K. replied, "you get your money back. Money orders up to \$2.50 cost only six cents; a \$100 money order costs only twenty-two cents. It's the safest and cheapest way to send money."

### Registered Mail

"That takes care of money orders," Mary said. "What about *registered mail*?"

"Registered mail is another way to send money," said Phyllis knowingly.

"Or any valuable paper like a mortgage, a deed, or a will," added Mr. Kampschulte.

"Thanks," Phyllis grinned. "If it would be inconvenient for the person receiving the money order to cash it at a post office, you can send checks (or regular bills and coins) by registered mail. You can register letters, small packages, and c. o. d. parcel post. If you send your money in a registered letter and it's lost, you get the money back just as you do on the money order."

"Then what's the difference between sending money by registered mail and by money order?" asked Hap.

"Not much," Mr. K. replied, "except that registered mail costs more than a money order—20 cents for something valued at \$5 or less. If registered mail is lost, the P. O. pays the amount for which the mail was registered. You can ask the post office to send you a return



receipt when the registered mail is safely delivered at the other end.

"But registered mail probably won't get lost. It gets the most careful handling of anything sent through the mails. It's almost certain to get there safely. People send very important letters, money, and even jewelry 'registered.'"

"Any more questions on registered mail?" Mary looked around the room. "No? Then let's fill in our notes on *parcel post*—sending books, etc."

"Doesn't the post office have special rates for books if there's no writing in the package?" Hale asked.

Mr. K. nodded. "The book rate is 4 cents for the first pound, 3 cents for each additional pound."

"Why are the men at the parcel post window so particular about how you wrap your packages?" Hap wanted to know.

"That's to protect you," Mr. K. explained, "to see that your package arrives in good condition. Many people send records and other breakable articles in poorly-wrapped packages. The post office can't insure such articles when they are so badly protected."

"Fair enough," Hale said. "I sent a suit to a cousin recently. I insured it for \$50 and I paid 15 cents for insurance and 51 cents for postage."

"What's the difference between insuring and registering a package?" Mary spoke up.

"My turn?" Mr. K. grinned. "In both cases you get the value back if the package is lost. The registered package goes with the first class mail—that means the cost is 3 cents per ounce. If you have a heavy package, it would cost you a couple of dollars to register it. An insured package goes parcel post—and costs much less."

"There are other differences. You can insure a package only up to \$200. Anything more valuable than that should be registered. You can register mail up to a value of \$1,000. There's a weight limit on both parcel post and registered mail. A package under 8 ounces cannot go by parcel post. Seventy pounds is the limit for both parcel post and registered mail."

"I'm certainly finding out things tonight," Hale said, taking notes. "Say, how would you send something like a birthday cake to somebody away from home?"

"Don't tell me that you're planning to send a cake to that blonde you met last summer at the beach!" Hap teased.

"Send it *Special Handling Parcel Post*," Mr. K. said. "It'll go through in perfect shape. Special handling means that the package will be carefully marked and carefully handled all the way to its destination. It will be delivered by the mail carrier instead of the parcel post truck—and it will be delivered as soon as possible. All this costs only 10-20 cents extra."

"Now," Mary said, "let's check our list. We've covered *postal savings*, *money orders*, *registered mail*, *parcel post*, *insured parcel post*, and *special handling parcel post*. That's everything. How about some music?"

"That's for me," Hale agreed, "but first let's find out what you do when you change your address."

"I'm glad you brought that up," Mr. K. said. "Many people don't take advantage of the post office's services on that score. As a result, there are delays and inconveniences in delivering mail—which cause the post office extra work!"

"If you move to a new address, you fill out a post office form card on which there's space for your name and your new address as well as your previous address. The post office also has other forms by which you notify magazines, newspapers, and other periodicals of your change of address. It's a good idea to warn these publications three or four weeks before you move so they'll have time to correct their records."

"Dad," Mary interrupted, "isn't it also a good idea to write all the people who correspond with you regularly to tell them of your new address?"

"Right. You can use a form card for that, too," Mr. K. said, removing his glasses. "And now if you're going to make the radiators jump to that tune, *Tuxedo Junction*, would you please excuse me?"



"**S**AY, Ted, how about playing a guinea pig for me?" Phyllis Goddard suggested.

"Sure," her brother agreed lazily, "if it doesn't involve any energy."

"All you'll have to exert is your gray matter," his sister assured him. "Just answer these quiz questions about postal services. Here goes! What do the initials R. F. D. stand for?"

"*Rural free delivery*," Ted shot back. "Ask me another."

"Does the post office handle any mail free of charge?" Phyllis continued.

"It certainly does," Ted replied, "under the *franking privilege*. These are too easy, Phyl."

"All right, smarty," retorted Phyllis. "Name the fastest way of sending a letter from here to Pine Ridge."

"*Air mail*!" Ted answered.

"You're wrong!" cried Phyllis gleefully. "*Special delivery* would be faster. Pine Ridge is only 30 miles away, so the regular mail train would get it there in no time. Since our airport and the Pine Ridge one are so far out of town, a great deal of time would be lost in transporting the letter between post offices and airports."

"Now try this. Suppose you're going on a trip and want to receive mail while you're traveling, but you don't know what your address will be in any of the cities you're visiting. How would you arrange it?"

"W-e-e-e-ll," Ted mused. "I could rent a *post office box* in each city."

"That would be a waste of money," Phyllis pointed out. "You might not receive mail in each city. You'd be smarter to ask people to write to you in *care of general delivery*. Try again: What are the classes of mail matter?"

"They're *first*, *second*, *third*, and *fourth*," Ted answered, adding, "I think I'll retire right now, while I'm winning."

*rural free delivery*—free delivery of mail on routes in country districts. Years ago, an extra fee was charged for mail outside town limits.

*franking privilege*—free use of the mails, extended to Congressmen and heads of Government departments, for official letters.

*air mail*—transportation of mail via plane, instead of train.

*special delivery*—system whereby letters (which are so marked) are immediately sent from receiving post office to destination, instead of being held for regularly-scheduled delivery.

*post office box*—special service whereby the post office holds all mail addressed to a box number until it is claimed by person who rented that box.

*general delivery*—special service whereby the post office holds all mail addressed to an individual, in care of general delivery, until that person calls for it.

*first class mail*—includes all sealed letters, and postcards.

*second class mail*—includes newspapers and magazines issued regularly.

*third class mail*—includes everything under eight ounces—such as pamphlets, advertising circulars, etc.—not covered by first or second class.

*fourth class mail*—parcel post; includes anything over eight ounces not covered by first or second class.

by Gay Head

# BOY dates GIRL

**T**HAT golden girl in your geometry class gave you the bright smile and the right answer when you quakingly suggested that you'd like to take her to the Junior Prom—proving forever and ever, beyond the shadow of a doubt, that a straight line is the shortest distance between two points. You're already dancing on air, and you feel like a better man than Euclid.

Or maybe you're the lucky Lucy whose father actually understood how it was with you and that heart-breaker of a blue chiffon formal in McCurdy's window. Now the dream dress is hanging in your closet, making all your other clothes wilt with envy.

Prospects are that this will be the prom of proms—provided you straighten out all your minor prom problems in advance. Oh, sure, you have a few. The girl and the gown aren't everything. For instance:

**Q.** *I'm shy when it comes to actually getting up and dancing with a boy. I feel that everyone is looking at me, for I do make quite a few mistakes. How can I acquire some prom poise in a hurry?*

**A.** You may float like a fairy in your dreams, but all the dreams in the world won't supply you with sudden grace on the dance floor. If you've never learned the fundamentals of dancing, don't expect a miracle at the eleventh hour. *Now is the hour* to take yourself in hand.

You don't have to know Arthur Murray personally or go to dancing school in order to fancy up your footwork. If you can dig up a partner, a little practice in your own parlor will turn the trick. Make a deal with your sister, father, brother, mother, or a friend. Put on a record and cut the family rug a few nights a week until prom-time.

Practicing with a variety of partners is a good idea, for it will teach you to adapt yourself to different styles of dancing. And just for good measure, you might sneak in a few sessions with the boy who's invited you to the prom. Tell Randy your ballroom style lacks the polish his has, and ask, "How about dropping in some evening to give me a little coaching?"

He should be flattered. And he'll probably be glad to play guinea pig temporarily—if it means you'll be following his every move at the prom.

Once you can manage the basic steps, take your mind off your feet. The most



practiced dancers occasionally make mistakes—particularly when they first move onto the dance floor with a new partner. So if you do fluff a step, just relax and do your best to follow your man; don't apologize for any fumbles. He knows you're trying to dance with him. If after a few whirls, his dips or turns are still catching you off balance, ask him to demonstrate that "trick step" in slow motion.

As for "all those people" you think are watching you, they probably aren't. Most of them are concentrating on their own partners; and if you do likewise, you'll miss fewer steps.

**Q.** *Should a boy give a girl a corsage when he takes her to a dance?*

**A.** There's no rule about this. But both a girl and her escort will feel more festive if the boy observes whatever prom customs the rest of his school observes.

During the war many schools did away with the custom of giving corsages. (The boys bought War Savings Stamps and Bonds with the money they would have spent on corsages.) Many schools have kept their war-time ban on corsages mainly because they bring the cost of a prom up into the big

money bracket—which in the long run means fewer proms. Most girls don't mind foregoing the flowers—provided their best friends do, too. Often girls' formals are designed to be complete in themselves, and flowers are just an added detraction.

If the boys in your crowd feel that corsages are an unnecessary expense, why not get together and discuss the subject frankly? If you all agree not to send flowers, no one will feel uncomfortable—except the florist. And your embargo *might* induce him to set up some special prom prices for students. Other florists have.

**Q.** *If a girl invites a boy to a dance, should she pay all the expenses?*

**A.** She should. Boys tell us that accepting a date often costs them more than the dates theyicker for themselves.

When a girl takes advantage of her Leap Year prerogative to ask a boy out, she should have the shekels ready at every turn. She should fork out the bus fare with a gay, "The party's on me tonight!" And she should pay for prom tickets and any other expenses involved.

The important thing to remember here, is that there's a graceful way of doing everything. It embarrasses a boy to twiddle his thumbs while a girl fumbles for her wallet. Have those dimes for bus fare handy, so that Brick doesn't have time to wonder if he should foot the bill. If possible purchase the prom tickets in advance, and give them to Brick when he calls for you or as you arrive at the dance. The fewer cash transactions that take place in Brick's presence, the more comfortable he'll feel.

After the ball is over, if he's in the mood for refreshment (and we've never seen a boy who wasn't), why not take him home for a big raid on the icebox. That slickly skirts another cash crisis.

There are some boys who really dislike having a girl pay their way; if your date objects to your financing the evening, don't argue. But be ready, willing, and able to pay if he's in favor of turnabout dates.

If you have questions of general interest, similar to these, and would like to have them answered on this page, send them to Gay Head, *Scholastic Magazines*, 220 East 42nd Street, New York 17, N. Y. Please do not ask for personal answers by letter nor enclose postage stamps.

## The Jackie of Spades

**J**UST about a year ago, a lot of tennis fans threatened to bop me with the fat ends of their rackets if I persisted in calling Jack Kramer "the greatest player in the world."

Maybe Jackie is the greatest *amateur* player, they said, but he isn't the greatest of *all* players. That honor, they insisted, belongs to Bobby Riggs, king of the pros.

Since the twain (amateur and pro) never meet in tennis, there was no way of settling the argument. But I refused to budge from the net. Kramer, I said, could lick Riggs—if they ever met.

It's a pleasure to report I was right. Since Kramer turned pro last December, he has licked Riggs 41 times and lost to him 17 times. If that doesn't prove Jack is the better player, I'll eat every statue in the Hall of Fame.

Jack Harris, the promoter of the Kramer-Riggs matches, wrote me a long letter recently in which he said: "Kramer is having a sensational run,



Jack Kramer

having beaten Riggs in 28 out of the past 31 matches. He is playing a brand of tennis which beats anything I have seen in 30 years. He is hitting the ball as hard as any of our past champions, and is making amazingly few errors.

"Riggs, who probably is the greatest retriever of all time, just isn't able to get to the ball."

The two players are now in the fourth month of a five-month tour that will take them through more than 70 cities.

They teed off with a bang in Madison Square Garden (N. Y.) on December 26.

New York that day suffered the worst blizzard in its history. Exactly 25.8 inches of snow blanketed the city, choking off nearly all the subway, bus, train, and highway systems. Yet every single ticket was sold! How 15,114 people managed to mush their way to the Garden remains a bigger mystery than Greta Garbo.

The gate receipts—\$55,730.50 (I counted it myself)—created a new record for tennis. (Old record—\$49,000, set by Vines and Perry in 1937.) All of which proves there's no business like snow business.

Besides Kramer and Riggs, the tennis troupe includes Dinny Pails and Pancho Segura, who play the preliminary match, and six other people. They gypsy from city to city in two suburban sedans. A special truck carries the equipment. This includes a huge green canvas court, 130 by 70 feet, which comes in two pieces, weighs 2,000 pounds, and cost about \$2,000.

The pay? Great! Kramer will make about \$120,000; Riggs, \$70,000; Pails and Segura, each about \$30,000. And I had to take up sports writing!

—HERMAN L. MASIN, *Sports Editor*



An average player says: "I began playing with nylon strings two summers ago. I've never played with a tennis string before that had both the zip and long life that nylon has. It's just right for my game—takes a pounding, but it's always dependable... never even frays. I'm sold on nylon!"

## MORE AND MORE PLAYERS ARE USING NYLON STRINGS

Nylon is the only string with such a combination of proved advantages

If you already play with nylon racket strings, you *know* why more and more players switch to nylon every year. For moderately priced nylon strings have the long-lasting resiliency that helps you deliver crisp, clean strokes. They resist fraying and moisture, and their durability

encourages long-term playing. Amateurs and professionals alike agree that, for new rackets or re-stringing jobs, a change to nylon is a change for the better. E. I. du Pont de Nemours & Co. (Inc.), Plastics Department, Room 504, Arlington, New Jersey.

Tune In Du Pont "Cavalcade of America," Monday Nights, NBC—Coast to Coast

## DU PONT NYLON

Tennis, Squash and Badminton Strings

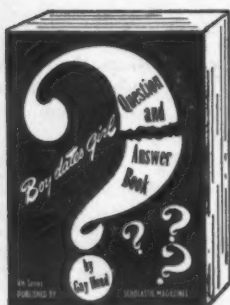


BETTER THINGS FOR BETTER LIVING...THROUGH CHEMISTRY



# Boy dates girl

QUESTION AND  
ANSWER BOOK



HERE'S one of the all-time favorites for high school boys and girls.

Are you having dating problems? Gay Head will give you the

answers in this entertaining book that covers the subject from A to Z.

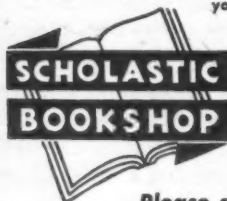
Are your parties dull? Do dances bore you? BOY DATES GIRL gives new and exciting tips on how to liven up a party . . . how to make a dance the event of the year.

Forty-six pages of fun and fact . . . each page filled with information that will make you the perfect host . . . the perfect guest . . . the life of the party!

Nearly 100 amusing drawings.

BOY DATES GIRL costs only 25¢! And if you want ten or more, they are only 10¢ each.

Use the handy coupon below and place your order TODAY.



220 East 42nd St.  
New York 17, N. Y.

Please send me:

No. of copies

..... BOY DATES GIRL

I enclose .....

☐ cash ☐ check ☐ money order

Name .....

Address .....

City .....

Zone ..... State ..... BK426

## The Winners!

### "Life with Father" Contest

HERE are the senior high school winners of the "Life with Father" Essay Contest sponsored by Scholastic Magazines and Warner Brothers. The First Prize of \$50 has been awarded to Gerry Kramer, of Highlands H. S., Ft. Thomas, Ky. Gerry's essay appears below, along with a list of other winners.

#### First Prize Essay

I had always imagined that living in the 1880s would have been very dull. But after seeing the film, *Life with Father*, I'm inclined to feel differently.

I believe that people in those days were happier than they are today. They took time to enjoy life, whereas today things are always done in a hurry.

In the 1880s travel was slower, and much more could be seen and enjoyed of the wonders around us. An autumn ride in the country by horse and carriage must have been a wonderful thing. Imagine not having to hurry along because of an impatient driver behind you who is in too much of a rush to be awed by the beauty of Nature!

Parents in the 1880s seem to have had more time for their children. And I believe children enjoyed those hours spent with their families more than they enjoy listening to the blare of a "juke" box in a crowded canteen today.

Somehow, despite all our conveniences and scientific improvements, I think people were happier when they had to spend more time doing chores for their loved ones. In so many instances today, our new leisure causes headache. Children often come home to empty houses; with so much leisure, their parents are finding occupations outside the home or seeking outside pleasures. This has undoubtedly caused the increase in juvenile delinquency. In the 1880s, when men were content to stay at home nights with their families, no teen-agers were killed while joy-riding in speeding autos; instead they enjoyed the clean\* wholesome entertainment provided for them by their parents.

I believe people were more tolerant of each other then, too. Today, it seems, people have become selfish and self-centered. They never take time out to visit the sick and to pass along a feeling of good cheer as they once did.

However, no matter what age we live in, the important thing is to make the most of the life God has given us. We still have a wonderful democratic heritage that has been passed down to us

from other generations. We must prove that we are worthy of that heritage and preserve it so that we, too, may hand it on to the generations to come.

#### Other Prize Winners

Second Prize, \$40: Mary Alice Bal-  
lew, Dreher H. S., Columbia, S. C.

Third Prize, \$30: Mary Ann Vincent,  
Villa Madonna Acad., Covington, Ky.

Fourth Prize, \$20: Betty Lou Braith-  
waite, Washington H. S., Sioux Falls,  
S. Dak.

Fifth Prize, \$10: Irwin E. Ginsberg,  
Buffalo East H. S., Buffalo, N. Y.

Honorable Mention, \$4 each: Gordon  
Lease, Roosevelt H. S., Kent, Ohio  
Tom Foye, Rapid City (S. Dak.)  
H. S.

Virginia Clouse, Lodi (Ohio) H. S.  
Mary Beth Sanders, West H. S.,  
Rockford, Ill.

Helene Stark, Academy of St. Joseph,  
Brentwood, N. Y.

Juanita Pasotti, Academy of St.  
Joseph, Brentwood, N. Y.

Gladys Alnarza, Academy of St.  
Joseph, Brentwood, N. Y.

Pat McDonald, Academy of the Visi-  
tation, Dubuque, Iowa

Constance Byrd, Columbia (S. C.)  
H. S.

Vivian Chmielewski, Holy Family  
Academy, Chicago, Ill.

Helen Grattan, Academy of St.  
Joseph, Brentwood, N. Y.

Louise Phillips, Academy of St.  
Joseph, Brentwood, N. Y.

Barbara Jane Goodall, Versailles  
(Ohio) H. S.

Audrey Ann Enright, Academy of St.  
Joseph, Brentwood, N. Y.

Betty Hopp, West Technical H. S.,  
Cleveland, Ohio

Mary English, Catholic Central H. S.,  
Troy, N. Y.

Martha Lea, Phillips H. S., Birming-  
ham, Ala.

Edith Knuck, Convent of Mary Im-  
maculate, Key West, Fla.

Florence Tacker, Gerstmeier H. S.,  
Terre Haute, Ind.

Frankie Crowe, Rutherfordton-Spin-  
dale H. S., Forest City, N. C.

Rosellen Watts, Gerstmeier H. S.,  
Terre Haute, Ind.

Patricia Moss, Gerstmeier H. S.,  
Terre Haute, Ind.

Eileen Biadaszkiewicz, Holy Family  
Academy, Chicago, Ill.

Janaan Noonan, Academy of the  
Visitation, Dubuque, Iowa

Josephine Golda, Holy Family Acad-  
emy, Chicago, Ill.

## Token of Esteem

(Continued)

anger, and wondered why he had had it, and in the end put the blame on a dead man where it belonged.

He was glad he was thinking different thoughts when the inter-office memo came. It made his hands tremble when he read it:

MR. KENNETH ASHCRAFT

To Charles Minnon:

*Mr. Ashcraft has noted that you will have completed twenty-five years of service next Tuesday and has planned to give you a little dinner in the Grey Room at six o'clock. Mr. Ashcraft left for Chicago this morning and did not think to tell you when he saw you earlier today, but he wants you to keep the evening free.*

Jane Howell, Secretary to  
Kenneth Ashcraft

Well, that was something after all, wasn't it? Here he was in a place that to many people would be about the finest place in the world, and the man who owned it all was going to give a dinner, just for him—

Then Charles saw how it was. He thought of the twenty-five years again, and the three strangers who lived with him at his house, and saw how this inter-office memo came about. "Mr. Ashcraft did not think to tell you when he saw you earlier today—" Mr. Ashcraft would not have thought of it at all if someone had not reminded him; Mr. Ashcraft would have gone off to Chicago and the dinner would never have happened. Probably he would not be back in time now, and the auditor or somebody would rise and say—

No! He had thrown away twenty-five years for this man who did not remember when he saw him that he was going to give him a dinner!

There was no more time to think then. Cooks came up from the downstairs kitchens—food for the luncheons began to steam on the steam tables; over and around him drifted the hot odors of food. He walked through the kitchen and cooks lifted up traytops for his practiced eye to take in the food that waited. They would be doing this again at six-thirty. And again tomorrow at the same hour—and every day, including half the Sundays, for as long as he could live.

All those wild thoughts came back inside him with a rush when the luncheon was over. Somebody ought to wake Mr. Kenneth Ashcraft up. Somebody ought to jolt him so that he would realize that down in the depths of this hotel were people, like Minnon, who gave

him more than any man who hired men could expect of the men he hired—but no one ever would wake Kenneth Ashcraft up to this realization unless Charles Minnon did it on the evening when they commemorated his twenty-five years of service with that token of esteem.

Well, he would do it. He would draft out a speech. He had five days yet. Even if Ashcraft wasn't back and the auditor was the host he would make them a speech they would always remember.

He would tell them about all the men who worked too many hours—and about the women. He would name all the men and women who had died during the twenty-five years he had been with the hotel.

He would tell them what it was like to trade twenty-five years for a token of esteem! He would tell them so they would always remember his words.

He took up a pencil. Even the pencil was greasy with food. He wiped it off on a napkin. He took a nice, clean sheet of yellow order paper and he began to write. He filled page after page, the unaccustomed pencil moving along on the paper, and put down words that were strange words to come from him.

And then he read it over. It would have to be shorter and cooler, and work up to the place where he threw the watch against the wall, so that the bravest part of the speech and the crack of the watch against the wall would happen all at once. He would have to take the bitterest words and select them carefully, and use only those words which would cut the deepest...

He worked on it every day and he had not quite finished it on Tuesday. It was a masterpiece. He felt that, himself. It was only about three hundred words long but it said everything that all the men before him had half-thought for the same reasons. He had charged them with the crime of robbing a man of twenty-five years of his life—for nothing; of taking from him all of the pleasures of living he might have had during that long time; he would make them see that they had murdered those twenty-five years out of him...

He went home early and took a bath. The three strangers were there and they knew what was going to happen; that is, they knew he was going to his own banquet. But they didn't know what he was going to do there. He was going to wait until afterward to tell them; they could all pack up then and go somewhere, if they wanted to. Go somewhere together for a few days and get acquainted for the first time.

When he came out of the bedroom shaved, and neat, and his hair combed

(Concluded on next page)

## Your Shoes are Showing!



Embarrassing, isn't it?

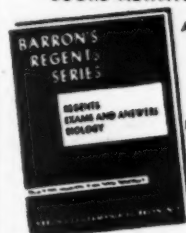
YOU NEED SHINOLA



SUMMER or WINTER, there's a Shinola product for every type and color shoe. Shinola White for white shoes—Shinola Paste, Liquid, or Cream in Black, Brown, Ox Blood, and Tan for your colored shoes. They're easy to apply and economical to buy. You'll find it pays to KEEP 'EM SHINING WITH SHINOLA.

## REGENTS EXAMS : ANSWERS

BARRON'S QUESTION AND ANSWER BOOKS ALWAYS MEET THE TEST



The little red books have all the answers.

AMERICAN HISTORY  
AMERICAN HISTORY WITH  
WORLD BACKGROUNDS  
MODERN HISTORY  
ENGLISH 4 YEARS  
ECONOMICS  
PLANE GEOMETRY  
SOLID GEOMETRY  
INTERMEDIATE ALGEBRA  
ADVANCED ALGEBRA  
TRIGONOMETRY  
BIOLOGY  
CHEMISTRY  
PHYSICS  
SPANISH 2 YEARS  
SPANISH 3 YEARS  
FRENCH 2 YEARS  
FRENCH 3 YEARS  
LATIN 2 YEARS

50c Each

Each book contains 8 or more of the latest examinations, with complete, accurate solutions to all problems.

At your favorite bookstore or order direct from

**BARRON'S REGENTS SERIES**

39 Germania Place, Brooklyn 10, N. Y.

**LOOK!**

**Patented Cross-grain Laminated Construction**

Wood inlays with the grain running cross-wise permit tighter stringings and more of them.

• For faster tennis and more of it . . .

Make your next one a

**Davis**

TENNIS RACKET

**SENIORS** Sell your Classmates  
America's Most Beautiful and  
Complete Line of Modern  
**GRADUATION  
NAME CARDS**

40% Commission  
Free Memory Book or Card Case  
Free cards and sample kit

**PRINTCRAFT** 1425 E. Elm St.  
Scranton 5, Pa.

## SENIORS

After graduation, learn jewelry and watch-making at **WORLD'S LARGEST WATCH-MAKER'S SCHOOL**. Be independent with a position that knows no depressions. Step by step instruction by outstanding teachers makes you an expert. Tell Dad these facts about our school:

- ★ World's largest watchmaking school. Six buildings.
- ★ More and better equipment than any other school.
- ★ Approved by Veterans Administration, National Council of Technical Schools, Penna State Board of Vocational Education.
- ★ Jewelers everywhere recognize our graduates as experts.
- ★ Established in 1936.

Many of our graduates earn high salaries. Our placement service helps you find a position in the city of your choice. Prepare now for the future — the first step is to write for our 24-page catalog. Send coupon today.

**WESTERN PENNSYLVANIA  
HOROLOGICAL INSTITUTE, INC.**  
808 Ridge Ave., Dept. 27, Pittsburgh 12, Pa.

Please rush illustrated catalog and full details. This places me under no obligation.

NAME \_\_\_\_\_ AGE \_\_\_\_\_  
STREET \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_

## Token of Esteem

(Concluded from preceding page)

down, they looked amused. It was easy to bear their amusement because of what he would have to tell them when he came home. They wouldn't be so amused then. They would respect him. He wondered if one of them would say: "But where is the money coming from now?" If one of them did he knew it would be Mabel.

"We're going out to a movie," Mabel said.

That surprised him. That she should go to a movie tonight, and maybe not be home when he came back—that surprised him. While this tremendous thing was happening to him at the hotel they would be sitting in some dark theatre not thinking about him at all, just as they probably had done for all these years.

"I wish you'd be home when I get here."

He knew he couldn't bear it to come in filled with that great speech and have no one to repeat it to.

He would want to repeat it to them just as he said it, and he would be able to — word for word — because he knew it by heart, now.

"Please be home when I get here," he said.

"If we aren't here," said Mabel placidly, "we'll see the watch in the morning."

"I'm just asking this of you," Minnon was stern. "I'm asking you to come home from your movie and be here when I get home at eleven o'clock. I've got a special reason that I want you here."

Maybe his face showed them something.

"We'll be home."

The lobby looked like any other night. That surprised him a little. He went directly to the banquet floor, and checked his hat and coat, like any other guest, and went into the Grey Room. And there they were, all the employees he worked with — dressed up now, and looking different; there they all were — all but Mr. Ashcraft.

Palms. Well, that was nice. They only brought the palms up when it was a three-fifty dinner or more. And place-cards on the table! And the pent-house service, too, with the gold edge! They were trying now to give him something for murdering twenty-five years of him — gold service. And a menu!

The print shop had made a menu, just for him, on a gold card! Dinner, commemorating twenty-five years of service — Charles Minnon —. Was his salad on it? Was it? *Salad Surprise!*

Maybe he was getting a little sentimental and soft up to then. Maybe he

was thinking he couldn't say all of that speech he had written, or actually couldn't throw the gold watch at the wall; maybe, because all his friends were here, and they shook hands with so much honor for him, maybe up to then he might have broken down. But when he saw that salad, all the rage and fire and anger and wild feeling, came burning up again inside his breast. For if he had done anything he had at least invented a salad, a salad which Orloff had said was a stroke of genius, and in spite of everything, they might have served it, out of honor to him — they might at least show him that they remembered he had made it first —

Back of the palms an orchestra set up the first soft strains of some music and Mr. Kenneth Ashcraft and — and his father came in; and Kenneth Ashcraft's father was leaning on his son's arm and he could hardly walk. . . . He was sick. In his eyes, and on his face, you could see he was sick; but he smiled at Minnon and shook his hand. He looked at Minnon in a friendly way, as if they shared some memories that these others couldn't know. And later, his son helped him to his feet, and he braced his hands on the top of the table, palms down, and spoke in an uncertain voice.

"... from a little hotel, to this great establishment, from one kitchen to fifteen kitchens, from one hundred rooms to more than a thousand, we have done that, Minnon and the old employees and I. And now some of you are carrying on the same old policies so that we have the finest hotel in the world and serve the finest food. And we have got joy out of it, out of our work, and that is a lot to a man; for if a man does not enjoy his work then life is surely pretty empty for him. . . . I ate a salad in the Savoy in London and it was called *Salad a la Minnon*, and I was proud to know that that salad had been first made right here in our hotel —"

The lights went down and four waiters came in with a big tray with a huge salad bowl on it, and there were little electric lights garnishing the edges; and everybody in the room applauded, because they knew this was Charles Minnon's salad.

Then Kenneth Ashcraft got up.

"Charles Minnon has worked here twenty-five years tonight. This is a fine thing. I take great pleasure, Charles Minnon, in presenting to you this token of esteem."

Minnon opened the little box and saw what was inside, and put it down, and then moved it so the waiter could serve his salad. He looked in the box again to make sure it was platinum. And then, with difficulty, he made his speech:

"I just always want to work for you, that's all."





### Buttoning Up His Lip

The pastor of a little church in Vermont was famous all over the state for the fact that every one of his sermons lasted exactly 22 minutes. Then one unfortunate Sunday the sermon lasted 45 minutes.

At dinner his mortified wife asked him what had gone amiss.

"It was one of those things," said the pastor moodily. "My secret device was to slide a cough drop under my tongue just before giving the sermon. It melted in exactly 22 minutes. Then I knew it was time to stop. This morning I talked for over 40 minutes before I realized that my cough drop was a suspender button."

Capper's Weekly

### Family Trouble

"You call this a plot?" laughed a Hollywood producer scornfully as he read aloud the brief synopsis which had just been submitted: "A rich and powerful man falls in love with his brother's wife, murders his brother, and marries her. The son of the murdered man broods and goes nutty. He falls in love with a girl who gets so worried about everything that she goes crazy. The girl's brother and her lover stab each other to death; the mother takes poison. And her son, just before he dies, stabs and kills his stepfather."

"Bunk! Bunk! All bunk!" the motion-picture genius roared, slapping the script on his desk. "That's no story. NOBODY could make a show out of that."

"But it has made quite a lot of money on the stage," the author of the synopsis insisted mildly, "— under the name of *Hamlet*."

Hoffman, in Coronet

For a faster and more enjoyable game use

**JUNEMAN'S**

Tennis and Badminton gut strings.

Available in a wide range of prices. Ask for them on your next restringing job.

Send for free booklet — "Badminton and Tennis Strokes" written by well known authorities.



**THE E. P. JUNEMAN CORP.**  
1100 W. 47th Place  
CHICAGO (9) ILLINOIS

### Their First Choice

The genial, witty Senator Alexander Wiley, of Wisconsin, has written a most entertaining book titled *Laughing with Congress*. Apropos of Presidential hats now being thrown into the ring, it contains this story:

Senator Pepper recalled one day "Speaker Reed's dream":

Reed said he dreamed that Congress had amended the Constitution and provided a new method of electing a President. The new method was that the Senate should elect the President by secret ballot. The momentous day arrived. The galleries were naturally filled. The representatives of the press stood by intently to see what would be the result of the first trial of this method of electing a President. Finally, the golden urns were passed up to the presiding officer. While everyone listened intently, the result was announced: Every Senator had received one vote!

Forbes

### Lament

Here I sit in the moonlight,

Abandoned by women and men.

Murmuring over and over,

"I'll never eat onions again!"

Hammond High Herald

### Fashion Note

The girls are asking for Eisenhower stockings — the kind that won't run.

PM

### From Little Acorns

Man: "Little girl, do you know anything about geometry?"

Little Girl: "Sure. When a little acorn grows up he yells, 'Gee-um-a-tree!'"

A. H. Parker H. S. Record, Birmingham, Ala.

### For the Love of Harold

Harold Caston was playing his trumpet in the classroom.

Cleophus: "You should be on the radio."

Harold: "You mean I'm that good?"

Cleophus: "No, so I could turn you off."

A. H. Parker H. S. Record, Birmingham, Ala.

### It's a Habit

Anita: "And if I refused you, Alfred, will you kill yourself?"

Alfred: "That has been my usual custom."

Canadian High News

### Poor Mary

Mary had a little lamb,  
A lobster and some prunes,  
A glass of milk, a piece of pie,  
And then some macaroons;  
It made the naughty waiters grin  
To see her order so;  
And when they carried Mary out,  
Her face was white as snow.

Canadian High News

## LET TENNIS KEEP YOU FIT



FREE  
DUNLOP  
TENNIS  
BOOK

● "Tennis can work wonders in keeping you fit," says Vinnie Richards — holder of 30 Tennis Championships. To help you improve your game he offers you his new tennis book based on his own tournament experience. 36 fast action shots. 4 photos of winning grips. Suggestions in court tactics and strategy valuable even to experts. Latest official rules of the game. Clip the coupon now. Send for your FREE copy today!

CLIP COUPON... MAIL TODAY!

Dunlop Tire and Rubber Corp., Dept. 61  
500 Fifth Ave., New York City 18  
Please rush me that FREE Dunlop tennis book: "Stroking with Vincent Richards."

Name .....

Address .....

City..... State.....

**DUNLOP**

**FREE! TENNIS BOOK**

**PLAY TENNIS TO WIN!**



Free book "How to Hit the Fastest Drive in Tennis" tells you how to play tennis to win. Full of helpful hints. Makes poor players good, and good players better. Written by Walter Senior, holder of many Championships, and America's No. 1 Pro., for all tennis players. Send for your copy today!

### RESTRINGING TIP

When your racket needs restringing, insist on Thompson TRU-KROME



Court Tested genuine gut strings. They're better, because they're made better. Ask your dealer or pro.

**THOMPSON MFG. CO.**

45th Place and Parkers Ave. Chicago 9, Ill.

# DO YOU LIKE

## ADVENTURE SPORTS

## ROMANCE HUMOR

You'll find them all in the pages of the 25c Scholastic-BANTAMS.

For robust adventure, there are books like the action-packed CAPTAIN FROM CONNECTICUT, or the ever popular pirate tale, TREASURE ISLAND.

GREEN MANSIONS by W. H. Hudson and Sabatini's SCARAMOUCHE prove that there's intriguing romance to be found in both the trackless forests of Venezuela and the France of Revolutionary days.

For sports, you'll find the most dramatic baseball stories of all times in MY GREATEST DAY IN BASEBALL by Babe Ruth, Mel Ott, Lou Gehrig, Leo Durocher, and 43 other baseball greats.

And TUTT AND MR. TUTT by Arthur Train is but one of the Scholastic-BANTAMS that will tickle your funnybone.

Read the list below and you'll see dozens of books that you're certain to enjoy. Remember they cost only 25c — no mailing or postage charge. So fill out the coupon below and mail your order TODAY!

TEAR OFF HERE AND MAIL YOUR ORDER TODAY

**ATTENTION SCHOLASTIC SUBSCRIBERS:** Number 1, *Twenty Grand*, a collection of twenty outstanding short stories by such authors as Ring Lardner, Stephen Vincent Benet and John Steinbeck, is priced at only 20c for students subscribing to Scholastic Magazines.

Quantity	TITLE	Quantity	TITLE	Quantity	TITLE
_____	1. <b>TWENTY GRAND</b> <i>Short Story Anthology</i>	_____	12. <b>SCARAMOUCHE</b> <i>by Rafael Sabatini</i>	_____	24. <b>WILD ANIMALS I HAVE KNOWN</b> <i>by Ernest Thompson Seton</i>
_____	2. <b>SEVENTEEN</b> <i>by Booth Tarkington</i>	_____	13. <b>LAST OF THE PLAINSMEN</b> <i>by Zane Grey</i>	_____	25. <b>THIRTY SECONDS OVER TOKYO</b> <i>by Captain Ted W. Lawton</i>
_____	3. <b>MEET ME IN ST. LOUIS</b> <i>by Sally Benson</i>	_____	14. <b>SHORT HISTORY of the ARMY and NAVY</b> <i>by Fletcher Pratt</i>	_____	26. <b>THEY WERE EXPENDABLE</b> <i>by W. L. White</i>
_____	4. <b>LONG, LONG AGO</b> <i>by Alexander Woolcott</i>	_____	15. <b>GREEN MANSIONS</b> <i>by W. H. Hudson</i>	_____	27. <b>THIS IS THE NAVY</b> <i>edited by Gilbert Coni</i>
_____	5. <b>BABBITT</b> <i>by Sinclair Lewis</i>	_____	16. <b>LIFE ON THE MISSISSIPPI</b> <i>by Mark Twain</i>	_____	28. <b>MAMA'S BANK ACCOUNT</b> <i>by Kathryn Forbes</i>
_____	6. <b>A SAKI SAMPLER</b> <i>by Saki (H. H. Munro)</i>	_____	17. <b>CAPTAINS COURAGEOUS</b> <i>by Rudyard Kipling</i>	_____	29. <b>TREASURE ISLAND</b> <i>by Robert Louis Stevenson</i>
_____	7. <b>THREE HOSTAGES</b> <i>by John Buchan</i>	_____	18. <b>WIND, SAND AND STARS</b> <i>by Antoine de Saint-Exupery</i>	_____	30. <b>MY GREATEST DAY IN BASEBALL</b> <i>by Babe Ruth and others</i>
_____	8. <b>DAVID HARUM</b> <i>by Edward Noyes Westcott</i>	_____	19. <b>OIL FOR THE LAMPS OF CHINA</b> <i>by Alice Tisdale Hobart</i>	_____	31. <b>THE PEARL</b> <i>by John Steinbeck</i>
_____	9. <b>COLD JOURNEY</b> <i>by Grace Zaring Stone (Ethel Vance)</i>	_____	20. <b>ONLY YESTERDAY</b> <i>by Frederick Lewis Allen</i>	_____	32. <b>A TREASURY OF FOLK SONGS</b> <i>by John and Sylvia Kolb</i>
_____	10. <b>CAPTAIN FROM CONNECTICUT</b> <i>by C. S. Forester</i>	_____	21. <b>THE LIVES OF A BENGAL LANCER</b> <i>by F. Yeats-Brown</i>	_____	33. <b>OUR HEARTS WERE YOUNG &amp; GAY</b> <i>by Cornelia Otis Skinner and Emily Kimbrough</i>
_____	11. <b>GENGHIS KHAN</b> <i>by Harold Lamb</i>	_____	22. <b>ROGUE MALE</b> <i>by Geoffrey Household</i>	_____	34. <b>GUADALCANAL DIARY</b> <i>by Richard Tregaskis</i>
_____	<b>TOTAL</b>	_____	23. <b>TUTT AND MR. TUTT</b> <i>by Arthur Train</i>	_____	35. <b>STRIKEOUT STORY</b> <i>by Bob Feller</i>
				_____	36. <b>HOME RANCH</b> <i>by Will James</i>
				_____	<b>TOTAL</b>

ALL TITLES 25c EACH (except *Twenty Grand*). MINIMUM ORDER: 4 COPIES (one or more titles).

Cash or money order must be enclosed

SCHOLASTIC BOOKSHOP, 220 EAST 42nd STREET, NEW YORK, N. Y.

Name..... Address.....  
 Subject taught..... City.....  
 School..... Zone..... State..... 8-426

MAY -3 1948

©CIB 133608

SCHOLASTIC

# Teacher<sup>EDITION</sup>

## Practical English

APRIL 26, 1948

### Teaching Aids for PRACTICAL ENGLISH

BASED ON MATERIALS IN THIS ISSUE

Careers Ahead (p. 5)

Nursing (p. 15)

#### GUIDE FOR A LESSON PLAN

##### Aims

To stimulate student interest in choosing a career now and in working industriously in school to prepare for the chosen career; to show students how to make a systematic study of job fields.

##### Motivation

Do people just "fall into" jobs they like? Is it a matter of luck and good fortune? Or does it take serious study and planning to decide what job is best for you, and then hard work to prepare yourself for that job?

##### Discussion Questions

If there are 20,000 jobs to choose from, why do so many people accept jobs which they don't like? Why did Rosella shift from job to job? How could she have avoided her first unhappy experiences? Why should you analyze yourself? What good does it do you to write an autobiography? Why should you make a career kit? If you've already decided what you want to be, why should you continue to read and discuss other job fields? How can reading and talking to people help you find out about vocations? What do you consider the most important yardsticks for measuring each vocation? Explain your answer. Why should you take school work seriously?

##### Student Activities

1. Give a brief written or oral report on the job field which most interests

#### Mission Accomplished!

"In 'Words to the Wise' in the March 8, 1948 issue of *Practical English*," writes a Port Chester (N. Y.) high school senior, "there was an association test in which tools were to be matched with professions. Two words, *mortar* and *spatula*, may be matched with the words *painter* and *pharmacist* in either order. Funk and Wagnall's *Standard Dictionary of the English Language* gives the following definitions of the words . . .

"From the above definitions, one may derive two meanings for each word. I have used mortar to plaster holes, prior to painting a room, and I have also watched pharmacists use spatulas to mix and shape pills. A clarification of the situation will be greatly appreciated by my classmates and me."

Our reply to our friends in Port Chester explained that, in preparing the test, we *too* had consulted the dictionary and discovered the double association possibilities of *mortar* and *spatula*. However, we decided not to revise the test. Our English language plays so many tricks on us that students must acquire "the dictionary habit" if they are to become skillful in the arts of communication.

If *Practical English* helps students develop word curiosity and encourages the use of the dictionary, it will have accomplished one of its major aims.

you. (See page 15 of this issue for a career in nursing.) Visit your local Navy and your Army and Air Corps

recruiting offices for pamphlets and oral information about technical and other schools sponsored by the Armed Forces.

2. Each student should collect job application blanks to be used by the class for study and practice in applying for a job.

3. Make a vocational ladder for the job field which interests you. Put the name of the opening (beginning) job on the bottom rung of your ladder and list the jobs "up the ladder." (The Army job ladder would begin with a private and work up to a full general. In the Police Department, you'd start as a patrolman. The top job is chief of police.)

4. Students who have Social Security numbers should bring their identification cards to class and explain how others may secure a number and what benefits are received under the Social Security program.

5. If the job field you're interested in requires advanced training at a special school or college, write a paper explaining how you plan to get that training. How will you manage tuition and other expenses? What courses must you take in high school to qualify for the advanced training? What grade average must you achieve? How far in advance must you apply for admission to the school? Which school are you thinking of attending? Why did you choose that school?

6. If you plan to have a full-time job when you finish high school, are there any courses you could take at night school - or through a correspondence school - which would help you to get ahead in your occupation? Report fully.

7. Make a list of jobs which are re-



## COMING — NEXT THREE ISSUES

### May 3, 1948

Major article: Writing job application letters, answering "want ads."

Critical Judgment Series: "How to Choose Radio Programs," No. 5 — yardsticks for public service programs.

Letter Perfect: Writing want ads.

Getting Your Money's Worth, No. 14: Charge accounts and credit.

Practice Makes Perfect: Grammar, spelling, crossword puzzle, etc.

### May 10, 1948

Major article: Job interviews.

Critical Judgment Series: "How to Choose Radio Programs," No. 6 — yardsticks for quiz and variety shows.

Letter Perfect: Filling in application forms.

Getting Your Money's Worth, No. 15: Installment buying and financing.

Practice Makes Perfect: Grammar, spelling, usage, word games, etc.

### May 17, 1948

Major article: Keeping a job.

Critical Judgment Series: "How to Choose Radio Programs," No. 7 — F. M. broadcasting.

Letter Perfect: Acknowledgments and confirmations.

Getting Your Money's Worth, No. 16: Working your way through college.

Practice Makes Perfect: Grammar, spelling, crossword puzzle.

lated to each school subject that you're taking. (For mathematics: bookkeeper, accountant, statistician, etc.)

### Reference

You may secure for every member of your class an especially useful booklet, "Your Future Is What You Make It," by writing to the National Association of Manufacturers, 14 W. 49th St., New York 20. No charge.

### Student Opinion Poll (p. 4)

A substantial majority of high school students favor compulsory military training for all boys at some time between the ages of 16 and 21. This conclusion was drawn from a survey just completed by the Institute of Student Opinion, sponsored by *Scholastic Magazines*.

Take a poll of your class and compare the results with those of the Institute of Student Opinion.

### The Play's the Thing (p. 7)

What is the big question to ask about the plot of a story? What is a "type" character? Illustrate by mentioning specific radio programs. What are radio's three chief tools? What are six yardsticks for measuring radio dramas? What are yardsticks for measuring historical dramas? Comedies? Mystery dramas? Documentaries? Fantasies?

### Student Activities

Appoint students to listen to and report on each program mentioned in the article (*Studio One*, *Theatre Guild*, *mr. ace* and *JANE*, *Suspense*, *Living* — 1948, *House of Mystery*, *Let's Pretend*.)

Divide the class into small groups of four or five members. Each group makes a special study of one type of radio program — historical dramas, comedies, etc. The study should include a chart of the names of such programs, when they're on the air, etc. Students might rate each program according to the yardsticks in this article, and report to class on the best programs.

### The Post Office (p. 16)

#### Shop Talk (p. 17)

Why did the post office establish the Postal Savings System? How is the system for depositing money with the P. O. different from the system used in banks? Why do people use registered mail? How is a money order used? What's the difference between insuring and registering a package? Explain some of the regulations concerning parcel post. What arrangement should you make with the P. O. when you've changed your address?

### Student Activities

Appoint a committee to organize a quiz program on P. O. terms and ser-

vices. See "Shop Talk" (p. 17). Secure money order blanks and fill them out as a class exercise. If anyone has a P. O. savings account, have that person show the deposit certificates to the class.

## CONTROVERSIAL ISSUES

The material on pages 3-T and 4-T of this issue is concerned with a series of articles which does *not* run in *Practical English*. However, teachers may be interested in reading this clarification of *Scholastic Magazines'* editorial policy on controversial issues.

### Answers to "Test Your Reading Skill" (p. 8)

*Let's Get Organized*: 1-c, 2-f, 3-a, 4-g, 5-b, 6-e, 7-d.

*What a Character!*: 1-Instead of doing his own thinking, he was influenced, in turn, by his family, the memory of Orloff's ideas, the bus boy's admiration. 2-He felt like a stranger with his wife, daughter, and son; he was surprised to discover their attitudes toward his work; he looked forward to taking a vacation with his family and getting acquainted with them "for the first time." 3-His rebellion was a completely new attitude for him; his resentment was prompted largely by the memory of things Orloff had told him; when he received the official memo about the banquet, he was not thinking unloyal thoughts. 4-His last-minute change of plans was due largely to the fact that his employers had remembered, and honored, the salad he'd invented.

*Words, Words, Words*: A. 1-b, 2-d, 3-c, 4-a, 5-c. B. 1-novelty; 2-service.

### Answers to "Practice Makes Perfect" (p. 11)

*Watch Your Language!*: 1-wrote, 2-laid, 3-rung, 4-frozen, 5-drunk, 6-lain, 7-sprung, 8-struck, 9-written, 10-grown.

*Are You Spellbound?*: 1-C, 2-latest, 3-persecute, 4-proceed, 5-ineligible, 6-ingenuous, 7-illegible, 8-C, 9-prosecuted, 10-C.

*Words to the Wise*: A. 1-b, 2-c, 3-b, 4-a, 5-c. B. 1-c, 2-e, 3-d, 4-b, 5-a.

## Attention, Subscribers

To be sure of receiving your copies of *Practical English* right from the beginning of the fall semester, we urge you to renew your subscription right now.

Just enter the *estimated* number of copies needed on the postage-free order card bound into this issue and *mail it today*. Of course, you may revise this estimate in any way (within three weeks after receiving your first issue) to meet your exact needs in the fall.

THE EDITORS

# Editorial Objectivity in a World of Crisis

**E**DITING a high school classroom magazine is not a simple task. When you are dealing with the stuff of life, politics, and the highly controversial issues of current affairs, you have as many points of view to satisfy as you have readers. Truth is relative to many factors, including the reliability of source materials, changing conditions, and basic human loyalties.

Much of this we have said before in a pamphlet entitled *An Editorial Credo*, published in 1945, and in editorials from time to time. We are constrained to say it again by some recent experiences in being on the receiving end of criticisms from various sources. A number of letters, for example, have dealt with the series of illustrated articles under the heading, "All Out for Democracy," which have been appearing weekly in *Senior Scholastic*, *World Week*, and *Junior Scholastic* since last September.

A critical minority of these letters center around accusations that the series is propagandistic, and tends to promote an atmosphere of hostility toward Soviet Russia. The following are some condensed excerpts:

*From a junior college official in Illinois:*

"In the name of freedom of speech and the press we unhesitatingly allow daily newspapers to propagandize through their editorial columns . . . These principles are hardly justification for such an article as 'When the State Runs Business,' in your March 22 issue. The article consists very largely of pure propaganda, deliberately calculated to build a 'hate Russia' attitude.

"If you are really on a crusade against all evils in this world, I'll appreciate your sending me copies of the issues in which you dramatically denounce Britain for its treatment of the Jews, the United States for its failure to stop lynchings and give suffrage to Negroes, Spain for its persecution of political and religious minorities."

*From a girl in Montana:*

"You talk as though Russia were our enemy, and you are doing all you can to stir up hate and mistrust. If we are going to attain world peace, we certainly won't get it by criticizing other nations. If you are going to talk about democracy, I think it would be best to stick close to home and talk about undemocratic conditions that exist in our own country, such as racial prejudice, and poor conditions of sharecroppers and tenant farmers."

*From a boy in Philadelphia:*

"Your article, 'When the State Runs Business,' should never have been written while we are trying for world peace. To my way of thinking, it only stirs up our

people to hate the Russians. You don't have to go to Russia to find black markets—we have them here too."

*From a girl in Texas:*

"So far as I know, I am against communistic principles, but how could I be otherwise when only one side of the picture is presented? Aren't there any favorable aspects of Communism at all? I have always been told there is some good in everything, and I would like to know if a Communistic type of government has any advantages for the good of the common man or not."

*From a teacher in New York:*

"I have been using your magazine in my classes for a long time and have found it a great aid in my teaching. I have always found your articles well-balanced and fair-minded on controversial issues. But I regret to say that your article, 'Down on the Farm in Russia,' shows evidence of a surrender to the hysteria that is gaining so much headway in matters concerning Soviet Russia.

"I don't believe such a presentation is fair to your readers, or to the teachers who are still trying to teach the truth without fear or favor or subservience to the Un-American Committee."

*From a boy in New Jersey:*

"The thought behind your article, 'Labor under Communism,' is good, and the 'All Out for Democracy' series certainly is a stride forward in the education of youth.

"I believe, though, that the facts presented are, in some cases, irrelevant. For example, the work laws mentioned are those of the year 1940, just previous to the war. Further on you state that 'Stakhanovites have the best apartments, get vacations at fashionable resorts, trips and theatre tickets, etc.' In America doesn't the better worker receive better pay and more benefits? The chart comparing living standards of today was certainly a lot more convincing."

*From a teacher in Washington state:*

"It is historically unfair to talk about the fact that Russia has never had a boom. In view of the Czar's regime, the Revolution, World War II, she has had no time. Certainly perspective should make one judge the accomplishments or lack of them from where the people were in 1917 and now."

These letters raise, it seems to us, several significant questions, which we intend to take up here and answer as fully as space permits:

**1. Is the series unbalanced in giving too much attention to Communism, and not enough to Democracy and Fascism?**

The overall plan of the series has been described many times, particularly in the issues of September 5, 1947 and

January 19, 1948. It is clear that such a series must be considered as a whole, and that the emphasis in one specific article is no indication of the total effect of the series.

It was also made plain that the program for the two semesters differed somewhat in approach, namely, that the articles in the first semester gave their major attention to Democracy, its institutions and positive values. In the second semester, the focus was reversed, giving major emphasis to the totalitarian systems, Fascism and Communism.

As to Fascism, five articles in the second semester are devoted exclusively to it, and there have been frequent references to fascist methods. But it should not be necessary to point out that Fascism as a going governmental system is now largely an historical episode. It was defeated and discredited in the Second World War. No one can seriously claim, however, that we have ignored the problem of fascist tendencies in contemporary countries, or the seeds of native fascism in the United States itself.

As of today, Communism, powerfully entrenched in the Soviet Union, its satellite nations, and its active Communist parties in every nation of the world, constitutes an international conspiracy the reality of which few informed observers deny. Opinions may honestly differ as to the degree of menace or aggression Communism represents to the democratic world, or as to the wisdom of tactics being used by democratic governments to meet it. But that Communism is the overshadowing factor in the depressing international situation of today is as obvious now as was the threat of Fascism in the 1930s.

**2. Are the facts given about Russia false or unverified?**

Accurate source material about the Soviet Union is admittedly difficult to obtain. Divided by strong emotional conflicts ever since the Revolution, writers on Russia have tended to fall into extreme pro-Soviet or anti-Soviet camps. Their task has been made more difficult by the well-known Soviet practices of censorship, fear of foreign contacts, and government control of the press. *Scholastic's* writers and editors, none of whom has been in the Soviet Union recently, rely on the widest possible range of source material, from left to right, weighing reliability by such criteria as are available. Rosa K. (Mrs. Clark M.) Eichelberger, who prepared the basic draft, is a former teacher and lecturer on public affairs. The editors have been immeasurably assisted

by the special Advisory Board of outstanding educators—Dr. John W. Studebaker, U. S. Commissioner of Education; Dr. Alexander J. Stoddard, Superintendent of Schools, Philadelphia; Dr. Henry Steele Commager, Professor of History, Columbia University, and Stanley E. Dimond, Detroit Public Schools—who have read the material critically.

In the Teacher Edition of *Scholastic Magazines*, from week to week, thorough bibliographies dealing with the topics of the "All Out for Democracy" series are published. No factual statement in the series is included without authority from some reliable source. Wherever possible, quotations or statistics are taken from official Soviet sources, including the writings of Lenin and Stalin. We have quoted from the Soviet Constitution of 1936, and carefully discussed its limitations in regard to civil liberties and personal property.

**3. If the facts themselves are accurate, are they chosen or phrased in such a way as to give a misleading or distorted picture of conditions?**

Here we enter a field that is necessarily subject to emotional interpretation. That we may not always have chosen details most wisely is open to any one to question. That we may have omitted background circumstances which would cast an extenuating light on unpleasant facts, is also possible. Twelve-hundred-word articles are none too much to give a completely rounded picture of large subjects. And if the best that can be said for the Soviet Union is that it started from chaos and has had enormous handicaps to overcome, we have never denied that. But we may point out that the Russian appeal to the underprivileged masses of the world is always couched in terms of the allegedly superior opportunities it gives the common man. When comparisons are invited, we insist that American democracy need not fear the test.

The Soviet regime has now been in absolute power for thirty years. It has put into effect and completed four five-year plans of increased industrial production. Yet during the 1930s when no immediate threat of war existed, and again since 1945, when the foreign policy of the USSR alienated the great body of good will which existed toward it in the democratic world, the chief emphasis of Russian industry has been on heavy military goods. The margin that could have been put into improving the supply of consumer goods for the masses has been turned instead toward future destructive power.

Is it true that we have refused to see "some good in everything"? A re-reading of our series will not support this. We have given Soviet Russia substantial credit for: (1) Increased pro-

duction over the Czar's regime. (2) Courage and devotion in wartime, in which the bulk of the Russian people patriotically participated. (3) Intelligent handling of the complicated racial and nationality problems of Russia, with partial eradication of the worst effects of prejudice against minorities. (4) A change of front toward religious toleration, permitting public worship by the Orthodox Church and other sects. (5) Emphasis on education and reduction of illiteracy, as demonstrated by the fact that the USSR devotes a higher percentage of its national income to education than does the United States.

These are important achievements, but they do not guarantee a liberal social democracy. Many progressive Soviet tendencies are vitiated by the propagandist and military objectives at which they are aimed. Russia is the last country in the world where the state, as predicted by Marx, shows signs of "withering away." For Stalinism is statism rampant. Even if the "economic democracy" which Communists glorify should eventually raise the standard of living to that of the United States, the contempt for civil liberties which is the essence of the police state is a price that free men cannot afford to pay.

**4. Do we ignore the shortcomings of other nations and systems besides Russia? In particular, do we give a whitewashed version of American democracy?**

On this point, we plead "not guilty" with absolute confidence. We may note, in passing, that the aim of the series is not to muckrake the sins of America, while finding no fault with Totalitarianism. Quite the contrary. There are too many alleged liberals who can see no crimes in any nation but their own. It does not dispose of Communist errors to shout at America: "You hypocrite! Look how you treat Negroes and Jews!"

In our series we have had to sketch in broadest strokes. Yet we have constantly referred to undemocratic practices at home. The important thing we have tried to make clear about these evils is not that they do not exist, but that the American people can and do criticize, attack, and work to eliminate them *without fear of death or imprisonment*. They are not the official policies of government, and in a democracy public opinion can control its defects by organization, education, and peaceful action under constitutional laws.

More important is the broad and open-minded treatment of controversial issues which make up the backbone of our social studies and English pages in every issue. Not a single social problem has been mentioned by our critics that has not received frank and frequent discussion without editorial bias

in other sections of the magazine. To those who have faithfully read *Scholastic Magazines* for years, this needs no documentation. Yes, we have discussed British (and American) policy in Palestine; we have denounced lynchings and anti-Semitism; we have exposed Fascism in Spain and Argentina; we have shown the dangers of the Committee on Un-American Activities; we have criticized the policies of the N.A.A. as well as of John L. Lewis; we have published many noteworthy issues on racial and religious understanding; we have given all sides of black markets, farm tenancy, the Truman Doctrine, civil rights, world government, military training—every issue that divides the American people. And we have borne the penalties of such a policy, as must any classroom periodical that attempts truly to "educate."

**5. Is the tendency of our articles such as to encourage war-mindedness or to make war between the United States and Russia more likely?**

This is a question which must be considered within the whole framework of post-war events and American foreign policy. We have no brief for "warmongers" in or out of government who irresponsibly abuse sensational news or demand the immediate use of the atom bomb for a "preventive war." Those who have followed our publications know how consistently we have worked for the objectives of the United Nations. If the policies of our government, as well as the obstructionism of the Soviet Union, have weakened the United Nations, we have not hesitated to say so. We have been foremost in pleading for the constructive use of atomic energy (see *Senior Scholastic*, April 12).

Where to draw the line between conciliation and "appeasement" of a Communist government whose aggressive motives can only be judged by its actions, is a problem that puzzles the wisest heads. We believe Secretary Marshall has been patient and constructive in this matter. But for a classroom magazine, the question reduces itself to one of psychology. Does a truthful critical statement of an anti-democratic ideology cultivate in young readers hatred of the people who hold it? We do not believe this is so. We believe young people, as well as adults, should have the opportunity to know all the facts about Communism and Fascism, as well as about Democracy. We believe they are intelligent enough to distinguish between the peace-loving people of Russia and the policies of the Soviet government. We believe that peace is not jeopardized by truth, and that war can be prevented by sober knowledge.

THE EDITORS



